

Rain or Shine Bible Time

TODDLER

Teacher Guide



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Download the Bible Lesson Teacher folder from:

AnswersVBS.com/junglresources

Animal Pal Coloring Pages

Memory Verse Coloring Pages

Presentation Images

Puppet Scripts (Primary, Pre-Primary, Toddler)

Teaching Patterns (all age groups)

Classroom Decorations

COURSE OVERVIEW

Theme Verse: 1 Timothy 1:17

	Day 1	Day 2	Day 3	Day 4	Day 5
Title	All Is Good	All Sin	All in Confusion	Savior for All Who Believe	All Is Good Again
Bible Passages	Genesis 1	Genesis 3, Genesis 6–9	Genesis 11	Various Scriptures	Revelation 21–22
Lesson Focus	We cruise to our first C of history— Creation —and head back to the beginning of the universe.	Next come Corruption and Catastrophe —as sin enters the picture and affects everyone.	The fourth C— Confusion —checks out the world-altering events that began at the tower of Babel.	Christ and the Cross are our next stops. The gospel is shared today.	The last C— Consummation —shows that God wins, and all goes back to very good again.
Apologetics Content	Examining how it all began—man’s ideas or God’s Word?	Examining the reality of a global flood	Examining where the people groups came from	Examining the need for a Savior	Examining how it turns out in the end
Memory Verses	Genesis 1:1	Psalm 14:3	Genesis 11:9	John 1:12	Revelation 21:4
Colors	Green	Dark and Blue	Gray	White and Red	Yellow
Animal Pals	Eden the Green Parrot	Tox the Blue Poison Dart Frog	Scatter the Silverback Gorilla	Rose the Pink River Dolphin	Bliss the Bird-Wing Butterfly
Discovery Center	Rainforest Rubbings	Missing Fruit	Play Dough Tower	Holiday Happenings	Caterpillars to Butterflies
Wet Touch Table	Creation Counting	Toy Boats	Tall Towers	Bible Truth Colors	No More Tears
Dry Touch Table	All Things Green	All Things Dark and Blue	All Things Gray	All Things White and Red	All Things Yellow
Dramatic Play	7 C’s Explorers	7 C’s Explorers	7 C’s Explorers	7 C’s Explorers	7 C’s Explorers
Coloring Corner	Genesis 1:1	Psalm 14:3	Genesis 11:9	John 1:12	Revelation 21:4
Rainforest Recreation	Hungry Monkeys Adam and Eve Chase	Two-by-Two Animal Match Noah Says	North & South Snoozing Silverback	Nativity Hunt Dolphin Splash	Jungle Obstacle Course 7 C’s Hunt
Tree-mendous Crafts	My Bug Jar Eden the Parrot Coloring Sheet	Straw Serpent Tox the Dart Frog Coloring Sheet	World Map Placemat Scatter the Gorilla Coloring Sheet	Easter Scene Rose the Dolphin Coloring Sheet	Beautiful Butterfly Hat Bliss the Butterfly Coloring Sheet
Canopy Café Snacks	Dirt Dessert Green Parrot Pretties	Serpent Snack Frog Treats	Shades of Pudding Parfaits Gorilla Faces	Gospel Goodies Dolphin Banana	7 C’s Boat Butterfly Bags
Cool Contests	Guess the Beetle Bugs	Team Spirit Day	yaD sdrawkcaB	7 C’s Scripture Scavenger Hunt	Mission Money Mania

Contents



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Toddler Teacher Guide

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HANDY HELPS

It's a Jungle Out There!

Listen! Can you hear a howler monkey screeching and insects buzzing? *Look!* Do you see a sloth hanging from a tree and a jaguar crouching, ready to pounce? *Smell!* Is that the aroma of tropical flowers wafting through the air? *Touch!* Do you feel soft grass under your feet and gentle rain on your skin? *Taste!* Is that delicious milk from a coconut and exotic spices from the rainforest?

Join us in a world of wonder that will delight our senses while captivating our hearts and minds at *The Great Jungle Journey: An Epic Cruise from Genesis to Revelation*. We will cruise through jungle rivers, making stops at seven ports of call along the way, each starting with a C. These represent seven key biblical events in time—the 7 C's of History.

Day 1: Creation—Our first C takes us back to the beginning of time and the creation of the universe, when it was all good. Did the universe start with a big bang, or did God create it?

Day 2: Corruption and Catastrophe—Next, we see sin entering the world and affecting everyone, getting to such a point that God sends a global flood.

Day 3: Confusion—The fourth C checks out the world-altering events that began at the tower of Babel. Can this be where all the people groups originated from?

Day 4: Christ and the Cross—At these stops, we realize once again that man is sinful and needs a Savior. Hallelujah, God provides one in his Son!

Day 5: Consummation—The last C shows the thrilling conclusion to history when all goes back to very good again, and—best news ever—God wins against sin and Satan.

Excitement and adventure await from the first minute of each day when kids meet in travel groups. The groups gather at the **Jungle Jam Assembly**, a high-energy beginning that includes wacky intros, lively songs, a missions moment, and prayer.

Toddlers and young preschoolers then head back to their room to experience their own special schedule, which includes Exploration Stations, Lesson Time, snacks, games, and crafts.

Finally, everyone heads back to the **Jungle Jam Assembly** for the closing, where there's more singing, contest results, and the highly anticipated daily drama. This follows a jungle

river cruise that plans to make stops at different ports of call but faces a catastrophe that affects the plan, resulting in lots of unexpected rainforest adventures.

Prepare to swing into the fun as we head out on our jungle river cruise. See you in the rainforest!

Our Goal

We are so thankful for how God has chosen to use the Answers VBS programs over the past years! But why did we decide to embark on such an undertaking in the first place, and why are we still at it by God's grace?

Our primary goal has always been to bring God glory by boldly and unashamedly proclaiming him to a strategic group—young people! From both a biblical and statistical point of view, young people are a big deal. They're not only awesome—we love 'em!—but they're also dearly cherished by our Lord and tend to be softhearted toward spiritual things. Researchers generally agree most people become Christians when they're children, so it's apparent this age group is a huge mission field!

Children are loved by their Creator, and Jesus said to let them come to him (Luke 18:16). We want children to come to Christ and not be hindered in any way from doing so. To that end, we combine a biblically rich VBS with off-the-chart, irresistible fun. In a day and age when content sometimes suffers, we don't want to sacrifice rich teaching. But it's also crucial that the most exciting book in the world not come across as boring or irrelevant. We want to reflect our creative, inspiring, joy-giving God who made laughter and fun.

So why do we do it? We want kids around the world to hear about and personally meet our awesome God and understand how they can receive eternal life through repentance and faith in Christ Jesus. We believe VBS is a great way to introduce them to God, as it is one of the biggest outreaches of the year for most churches.

We pray you will find that every prayer prayed, every minute invested, every dollar spent, and every word spoken will bring God glory as you reach kids for Christ. Just remember—VBS is worth it. May God richly bless your VBS. We're praying for you!

Your Role

Your role as the teacher is outlined in the following pages and includes planning and preparing lessons, enthusiastically engaging in teaching the lessons, and praying over all aspects of your job. Read this guide carefully and

prayerfully, using our suggestions combined with the ideas the Holy Spirit brings to your mind.

Get ready! Get set! Get excited! God is about to use you and your church to impact lives.

Frequently Asked Questions

The content of *The Great Jungle Journey* may be new to you. For a list of helpful articles on the topics covered in this VBS program, please visit AnswersVBS.com/junglefaq.

Terms to Know

Throughout the VBS curriculum, various terms will be used. Here is a list of some of the most common terms to know.

Travel Groups/Travelers: Groups of children (individual classes) named after jungle animals, such as Bengal Tigers, Butterflies, Toucans, or Howler Monkeys.

Group Guides: Group leaders who lead the travelers from place to place during VBS. No teaching is required of this position.

Rain or Shine Bible Time: Bible and apologetics lesson time in the jungle.

River Guides: Teachers of the Rain or Shine Bible Time.

Tree-mendous Science and Crafts: Rotation site where crafts are made and science experiments are explored.

Canopy Café Snacks: Indoor or outdoor location where snacks are served.

Rainforest Recreation: Indoor or outdoor site (outdoor is preferred) for recreation time.

Travelers' Missions, Music, and Memory Verses: Rotation sites where kids can spend additional time learning songs, memory verses, and missions.

Memory Verse: Daily Bible verse to learn.

Animal Pals: Our friendly animal mascots that remind us of the main themes of each day.

Toddlers: 2–4-year-olds.

Pre-Primaries: 4–6-year-olds or children ages 4 through those who have completed kindergarten.

Primaries: 6–9-year-olds or children who have completed grades 1–3.

Juniors: 9–12-year-olds or children who have completed grades 4–6.

For multi-age K–6 travel groups, we recommend using the material for the Primaries.

Top 20 Toddler Teaching Tips

1. Pray and study God's Word. That is your most important preparation. God has entrusted you with the awesome privilege of opening his Word and sharing it daily with the children, so be well prepared. "We will devote ourselves to prayer and to the ministry of the word" (Acts 6:4).
2. Read through all your lesson plans well in advance and become familiar with the resources downloaded from AnswersVBS.com/jungleresources. Begin to pray and plan now, then continue to pray during and after VBS.
3. Attend the Teacher Workshop and the Gospel Workshop. Be prepared to share the good news of salvation!
4. In this guide:
 - » Teaching Tips are marked with a 🌸.
 - » Materials for each activity are listed next to the activity.
 - » The "teacher says" portion is bold.
5. If possible, gather all the supplies for the Exploration Stations and lessons before the week begins. It's particularly helpful to organize them by station and by day so they are ready to be easily switched.
6. Ask group guides to help man the Exploration Stations each day. Post the directions and teaching tie-ins at each station every day as an easy reference for your helpers.
7. Modify the Exploration Stations as your situation warrants. Set them up as suggested or incorporate one or more ideas into the lesson time to do with the whole group together.
8. A puppet is used each day at some point during the lesson. It may also be used to welcome the children, sing a song, or review the lesson or memory verse. The puppet comes up from the puppet area if there are two of you to do the puppet skit. Or, if you're working alone, the puppet can come up from behind a trunk or suitcase that is flipped open.
9. Dress as if you are on a jungle river cruise: a T-shirt and hat (see Resource Catalog), khakis, boots, a vest, backpack, and binoculars.
10. Take on a persona to bring lessons to life. Some teachers enjoy making up a fun name, adopting an accent, or adding something new to their "costume" each day, such as adding a rainforest animal to different pockets in a vest. Teach in a way that makes you feel comfortable.
11. Call the children by name as you interact with them. Name tags help with this.
12. Think safety. Read the Child Safety Precautions file at AnswersVBS.com/jungleresources for more information.
13. Children will be at various levels of spiritual comprehension. Pray for the Lord to take the message and do with it as he wills in the heart of each child.
14. Use your Bible throughout the lessons at the appropriate times. Bookmark the passages for quick access. Show the importance of the Scriptures through your facial expressions and your actions.
15. Show love. All children, regardless of age or appearance, need to be loved. Greet them warmly each day and always be ready with smiles, encouraging words, and appropriate hugs. (Make sure to be aware of your church's appropriate touching policies.)
16. Be all there. Try to leave behind whatever is currently going on in your life, and focus your attention on the children under your care.
17. Notice the good. Children want attention and will sometimes resort to acting up in an effort to receive it, even if it is negative attention. Be proactive by noticing and praising the things they do right. Be an encourager.
18. Children generally rise to the level expected of them, so challenge them to work on memory verses and complete their take-home Student Guides.
19. Use brown lunch bags labeled with each child's name to send everything home each day.
20. Have fun! Teaching should be a joy for you. "Rejoice always, pray without ceasing, give thanks in all circumstances" (1 Thessalonians 5:16-18).

Tips for Managing a Group of Kids

Kids are fun, and kids have energy! Prepare to confidently lead them using the following strategies.

Attention-Getters

Call and Response—The teacher will teach the kids that when she says something, they should reply with something else. Practice the following ideas so they know your expectations for responding to them.

- **Teacher:** Chimpanzees!
Kids: Everybody freeze!
- **Teacher:** 1, 2, 3, 4
Kids: Elephants, tigers, monkeys galore!
- **Teacher:** Pitter-patter, pitter-patter
Kids: Raindrop, raindrop
- **Teacher:** Crisscross (as they sit and cross legs)
Kids: Watch for crosses!
- **Teacher:** Rain
Kids: Forest
Teacher: Rain
Kids: Forest
Teacher: Shh!

Rainstorm—Use your fingers, hands, legs, and feet to simulate rain that goes from very light to heavy and back to very light. Start with silence, then rub hands together for the wind. Snap fingers for light rain, then pat your legs for a heavier rain. Clap hands and add stomping feet for heaviest rain. Do in reverse to wind back down to no rain.

Rhythm Claps—The teacher claps a little rhythm and the kids clap the exact rhythm back. Vary the clapping patterns.

Countdown—Hold up five fingers and start to count down from five to one. By the count of one, they need to be completely quiet.

Soft Talk—Start talking about something important very softly or in a whisper. They will often get quiet to hear what you are saying. Or say, “If you can hear me, clap once.” Continue softly with other commands.

Flash the Lights—This is a good signal to listen up.

Lining Up to Walk Through the Building

If You—Say different categories for lining up in fun ways, such as the following:

- “If you’re wearing today’s color, line up. Now, if you’re wearing ___, line up.”
- “If your birthday is during the summer, line up. Now, if your birthday is during the school year, line up.”
- “If you have a dog, line up. Now, if you have a cat, line up. Now, if you have no pets, line up.”
- “If you are quiet, line up.”

- “If your first name starts with A–L, line up. Now, if your first name starts with M–Z, line up.”

Proactive Tips

Be Prepared—One of the best ways to ward off discipline problems is to be prepared. Think through and organize your day, leaving no downtime. Keep things moving! This takes more effort on your part, but it’s worth it.

Active Participation—Keeping kids actively engaged in the lesson is perhaps the best thing you can do to keep the class from getting rowdy. The lessons are written to be creative, fun, and full of active participation. Play the games, act out the Bible accounts, and do the other ideas listed. Occupy kids’ minds and attention with good stuff!

Helpers—Involve the kids. Let them be helpers. Some kids just want to feel needed, so giving them a responsibility is a way to show you trust them. Try putting them in charge of a simple task like helping others learn memory verses, passing out papers, or holding a poster for the teacher. Sometimes a simple task can keep them busy and make them feel important!

Use Humor—Kids of all ages love to laugh! Have fun together. If you see a situation is getting tense or a child is getting upset for some reason, try thinking of a way to lighten the mood with humor.

Calming Rowdiness

Don’t Yell—Kids may respond at first if someone yells, but they eventually dismiss it. Try some of these other ideas instead.

Separate Kids—Separate kids who misbehave around each other but encourage problem-solving when possible. “What are some things we could do to help you and ___ get along?”

Give Choices—Avoid power struggles by giving choices. If a child is resistant to doing something you’ve asked, try your command another way. “You can either sit with the rest of the group and listen or sit with ___ (leader’s name) at the back of the room.”

Praise in Public, Correct in Private—If someone does need correction, be careful not to embarrass him in front of his peers. If you need to talk to a child about a misbehavior, pull him aside while everyone else is busy. Kids will be less defensive if they don’t feel they have to “save face” in front of their peers—and if they feel you really care and aren’t just coming down on them.

Know Church Policies—Know your church’s policy for severe behavior issues. Do you take the child to your VBS director? Do you alert the child’s parents? Do you involve other staff members? Be prepared.

Age-Level Characteristics

Kids are awesome! Each one is a unique and special creation from the hand of our amazing Creator. With all their uniqueness, however, kids often share some common characteristics. Use the following guidelines as a benchmark when looking at characteristics of children as a whole. Seeing how God has wired different age groups can help us be more effective in teaching and interacting with our students.

First, you'll see characteristics of children in general and then characteristics of toddlers, ages 2–4 years, specifically.

Characteristics of Children

Children have some common characteristics:

- They are born sinners.
- God has given each a conscience, and they generally want good to win over evil.
- God has shown himself to all children through his creation, making it obvious that there is a Creator.
- Children enjoy active learning—moving around, seeing things, touching things, smelling and hearing things, and being involved.
- Children need to be loved, encouraged, and praised.
- Children are rapidly growing and changing.
- Children trust the adults who are responsible for them.
- Children can get discouraged with criticism and failure.
- Children are eager to learn and are curious about the world and about God.

Characteristics of Toddlers

Physical Characteristics

Toddlers are active! They're on the move—running, climbing, and exploring. They're beginning to perform simple tasks, like using scissors. They can easily get hurt as they are rapidly developing physical skills but don't have wisdom to know when to stop running, climbing, etc.

Takeaways for Us

- Keep toddlers moving. Engage them actively as much as possible. Have them do motions to songs and actions to Bible accounts.
- Supervise them carefully.
- Provide chunky, nontoxic supplies.
- Intersperse periods of sitting with something active.

Emotional/Social Characteristics

Toddlers want to do things by themselves, such as picking out their clothes and dressing. They like imaginative, dramatic play. They're testing their powers and saying “no” a lot. They often want to please adults and try to mimic their behaviors. They're affectionate toward others. Toddlers are fearful of things that are loud and out of the ordinary.

Takeaways for Us

- Let toddlers be helpers. Give them simple one-step jobs to do. Have them help pick up things and straighten the room at the end of the lesson. Let them know they've done a good job.
- Be consistently present all week; establish routines and stick with them.
- Be consistent in discipline. Let your “yes” be “yes” and your “no” be “no.”
- Give them opportunities to dress up and play imaginatively.
- Adults—don't dress in elaborate costumes that may seem unfamiliar and scary.
- Be careful to walk worthy—act and speak in godly ways. Little eyes are watching and will want to imitate you!

Spiritual/Mental Characteristics

Toddlers are curious and want to touch, smell, feel, see, and experience their world. They have short attention spans and learn/communicate in short sentences. They understand short and simple directions. They believe what you say. Their attitude toward God and others is in the process of being formed during these years.

Takeaways for Us

- Involve toddlers' senses in learning! The more they can touch, smell, see, taste, and feel, the better!
- Give clear, simple directions.
- Keep activities and lessons short. Toddlers' attention spans are only a few minutes long before they need to switch to something new, so keep it moving!
- Be careful to speak accurately and truthfully.
- Show care and respect for your Bible and help them see your love for it and for the Lord.

Toddler Schedule

When working with this age group, flexibility is key. In some cases, they are dropped off early and picked up late by parents who have VBS responsibilities. It may be important to revamp the schedule as necessary by removing some activities and allowing for more rest and free play.

Be aware that young ones get tired as the day wears on—even more so as the week wears on. The schedule may work fine at the beginning of the day or week, but toward the end, less is often better.

Exploration Station Time

There are five Exploration Stations: Discovery Center, Wet Touch Table, Dry Touch Table, Dramatic Play, and Coloring Corner. These stations should be set up at the end of the room opposite where the lesson time is held or in an adjoining room. See the Exploration Stations Supply List on the back cover for all the supplies needed each day.

If stations aren't possible, simply choose one or more of the station activities to incorporate somewhere in your lesson as a group activity.

Children may rotate together through each station every few minutes, or they may independently move from one station to another, which is what our test churches do. They don't need to do every station each day, although the coloring page should be sent home daily—colored or uncolored. Many of these stations are big hits and can be repeated on other days.

Check the decorating section for more specifics on setting up the dramatic play area as a jungle to explore, and the coloring corner as a boat to get in. In the touch table area, use a small wading pool or a large, clear, under-the-bed storage container. Place it on a plastic tarp or tablecloth to catch the spills.

Post the signs with each station's name. Also, consider posting the Directions and Teaching Tie-In for each station so the group guides can share the main point with the kids. (See the resource downloads at AnswersVBS.com/jungleresources.)

Lesson Time

The lesson time is divided into three sections:

- Introduce It!
- Teach It!
- Apply It!

The lesson time works well with a two-person team. One person serves as Teacher One and the other as Teacher Two or Teaching Assistant. If team-teaching, decide ahead of time who will do what. The lesson can also be taught alone, but find someone, such as a group guide or other staff person, to help when you need an extra set of hands, especially during the puppet time.

Check the Resource Catalog for a fun T-shirt and hat to wear while you teach!

Below is a sample schedule with descriptions of each time period. Check with your director for a copy of your specific schedule and room assignment.

Sample Schedule

Based on a 3-Hour VBS

Note: This schedule reflects a 30-minute period before VBS begins to accommodate VBS parents' schedules.

8:30–9:00	Arrival/Free Play Morning VBS Program—Breakfast Snack
9:00–9:15	Jungle Jam Assembly—Opening
9:15–9:40	Exploration Stations (Session 1)
9:40–10:05	Rain or Shine Bible Time
10:05–10:30	Rainforest Recreation
10:30–10:45	Tree-mendous Crafts (Session 1)
10:45–11:00	Exploration Stations (Session 2)
11:00–11:20	Canopy Café Snacks and Rest Time
11:20–11:35	Tree-mendous Crafts (Session 2)
11:35–11:55	Jungle Jam Assembly—Closing
11:55–Noon	Return to Room/Dismissal

Arrival	In some cases, children in this age group will arrive earlier than the rest of the VBS children. Therefore, make sure you're there early, as well! Be ready to greet your little ones with smiles, hugs, and love. Follow your church's check-in procedures and safety precautions.
Free Play	Provide inviting toys ready for free play. Help kids become familiar with their VBS space.
Canopy Café Breakfast Snack	If you are running a morning VBS, offer a small snack. This helps the children get used to their setting as they focus on food rather than being dropped off at the nursery! See page 19 for snack ideas, or choose mini muffins, fruit, or another light breakfast item.
Jungle Jam Assembly— Opening	Walk the children to the opening assembly. Request to be seated in the front on small chairs or in a special spot so the children can see. Plan to leave before or during the last song so you are back in your room before the other children leave.
Exploration Stations (Session 1)	Allow the children to explore the stations or participate in free play during this time. For patterns, see the downloadable resources at AnswersVBS.com/junglresources .
Rain or Shine Bible Time	This is the heart of the day. If some of the other activities need to go, make sure this one <i>does</i> happen! Present the lesson early before fatigue sets in. At the same time, if you notice the kids are especially antsy or tired, remain flexible and switch activities. You can come back later to finish the lesson, or you can break it up and finish it the next day.
Rainforest Recreation	Play inside or outside. Just spend time playing! Young children learn as they explore their world. See page 14 for game ideas.
Tree-mendous Crafts (Session 1)	Toddlers and young preschoolers need simple crafts. Gluing sensory items—such as cotton balls, sandpaper, or fabric—onto papers, attaching stickers, and coloring are always a hit. See page 16 for craft specifics.
Exploration Stations (Session 2)	Allow the children to continue exploring the stations.
Canopy Café and Rest Time	Make sure all snacks are bite-size and not choking hazards. Be alert to any allergies children may have.
Tree-mendous Crafts (Session 2)	If the children seem up for it, try a second craft before heading out to the closing assembly.
Jungle Jam Assembly—Closing	Take the kids to the closing assembly, once again sitting close to the front. Leave five minutes early so they are back in their room when VBS is dismissed. Follow your church's safe dismissal procedures.

Memory Verse Songs

We have partnered with Seeds Family Worship and Majesty Music to create songs for each of the memory verses. They feature the full verses. (Pre-Primaries and Toddlers are taught condensed versions of these verses.) Singing Scripture is an excellent way for children to learn their Bible verses easily. If you choose to use these songs (either video or audio), use them during the memory verse time in

each lesson. The Music Leader Download comes with the purchase of a Super Starter Kit and can also be purchased separately. You can also purchase and download the songs individually from AnswersVBS.com for use on a handheld device. Student CDs in packs of 10 are also available if you would like each student to have a copy of the songs (12-1-061 or 12-1-062).

Student Extras

Check with your VBS director and choose one or more of these fun optional materials to give to your students so they can take home a review of the daily lesson content. Purchase these items from AnswersVBS.com.

Simple Songs: The songs referenced throughout this guide that are for Pre-Primaries and Toddlers are available to download from AnswersVBS.com/jungleresources (you'll need to upload them to an MP3 player) and on a separate *Simple Songs for Kids* CD (12-1-141) that you can play in a CD player. You may want to purchase one of the CDs for each child. Downloads of the songs can also be purchased from AnswersVBS.com.

Student Guides: These age-appropriate guides feature a lesson review on the front of each daily take-home paper, as well as the memory verse and a suggested verse review game. The “Go and Do” section on the back parallels the Apply It! part of the lesson. You can either go over these during class time or send them home to be completed with a parent or caretaker, which is what our test churches do. The student guides are available in packs of 10.

- Toddler ESV (12-1-074)
- Toddler KJV (12-1-135)

Adventure Journals: These fun interactive booklets feature the daily memory verses, animal pals, stickers, and a place to stamp (12-1-093) for attendance. They can receive them at any time during the first day (preferably as they arrive), and you can review them with the kids during the Apply It! section of the lesson. These are available in packs of 10.

- Pre-Primary/Toddler ESV (12-1-090)
- Pre-Primary/Toddler KJV (12-1-138)

7 C's Map: Use these maps with stickers as a fun daily review of the 7 C's of History.

- 12-1-078, pack of 10

Bookmarks: These are available in packs of 10 and can be passed out at the end of class or at the end of the day.

- Gospel (12-1-076)—Day 4
- Books of the Bible (12-1-077)—Any day

Special Needs

The *Special Needs Teacher Supplement* (12-1-053) can help you accommodate and modify these lessons for those who need it, either in your regular classroom or in a self-contained classroom.

DECORATING DECISIONS

A colorful and engaging environment helps kids learn better, remember more, and leave with happy memories. So be creative and use the ideas in this section to capture the imagination of the kids with your classroom decorations.



Key Decorating Elements

To serve as a focal point for the teaching, the *Great Jungle Journey* classroom set features a jungle river backdrop and the front of a boat with a ship's wheel. Mounted on the wall adjacent to the backdrop are the teaching, animal pal, and memory verse posters.

Jungle River Backdrop

Your backdrop should look like you're on a river cruise in the jungle. You can make your own or purchase a classroom scene setter. See page 12 for details.

To make your own backdrop, use a rigid material such as foam insulation board or corrugated cardboard. Then paint a jungle scene with a river in the center. See the [Resource Download \(AnswersVBS.com/jungleresources\)](https://www.answersvbs.com/jungleresources) for various jungle trees, shrubs, and animal clip art images. If you are using corrugated cardboard, apply one coat of paint to the back side to minimize curling. Your backdrop and any large free-standing pieces should be braced from behind with wooden supports (jacks) and weighted down with bags of sand or road salt. Check [YouTube.com/answersvbs](https://www.youtube.com/answersvbs) for how-to videos on building a jack.

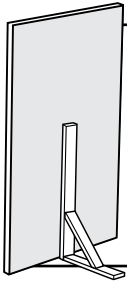
Boat and Ship's Wheel

The daily lessons reference the kids pretending to get in the "boat" each day as they cruise to new ports of call. So make the front of a boat and position it as if it's heading into the river. (See photo.) The teachers stand in the front, while the kids are seated as passengers.

To make the front of a boat, take four 4 x 8-ft sheets of wood paneling and cut them into 2½ x 8-ft. strips. Next, start with one side of the boat, laying two strips parallel and back-to-back, with the outer strip slightly ahead of the inner strip. Then join them together with four or five 2 x 2-in. boards in between, evenly spaced and positioned vertically. Repeat with the other two strips of paneling for the other side of the boat. Then join the two sides together at the front and trim the tops (gunwales) and ends with strips of brown or black cardboard. (IMPORTANT: The leftover paneling [four 1½ x 8-ft. strips] can be used to make another "boat" for the Toddler and Pre-Primary Exploration Stations.)

Make or buy a ship's wheel. See the [Resource Download](https://www.answersvbs.com/jungleresources) for a clip art image. Mount your ship's wheel on cardboard or foam board then attach it to a free-standing post and place it in the front of the boat.

**CHECK OUT [PINTEREST.COM/ANSWERSVBS](https://www.pinterest.com/answersvbs) FOR COLORFUL PHOTOS OF DECORATIONS FROM OUR TEST CHURCHES!
VISIT [YOUTUBE.COM/ANSWERSVBS](https://www.youtube.com/answersvbs) FOR HOW-TO DECORATING VIDEOS!**



Prop up your set and any free-standing decorations with wooden jacks made from 2 x 4-in., 2 x 3-in., or 2 x 2-in. boards. Smaller decorations will need smaller jacks and larger decorations will need larger ones. If necessary, jacks can be weighted down with bags of sand or road salt.

7 C's Color Panels

Seven large colored panels in the seven designated colors should be placed on the wall adjacent to the backdrop. The color order is: bright green, dark, bright blue, gray, white, red, and bright yellow. On days that feature two colors, fold the panels in half and put the two colors side by side.

These color panels are used to display the resource posters (see photo below) from each of the previous day's teaching. At the end of each day, move the posters from the backdrop to a colored panel. Use roll paper or inexpensive rectangular plastic tablecloths (preferred) for this purpose. Our test churches used plastic tablecloths and arranged the posters as shown in the photo.



Resource Posters

Contained in the Teacher Resource Pack are the daily teaching, animal pal, and memory verse posters. These are important visuals for the kids and should be mounted as directed on the color panels.

Clip Art Images

For clip art images, check the [Resource Download](#). These are an important part of your decorations. Use an overhead projector to enlarge and transfer the images onto paper, poster board, or a rigid material such as corrugated cardboard.

HOW TO ENLARGE AND TRANSFER CLIP ART

1. Photocopy the clip art onto transparencies.
2. Place roll paper or a rigid material against a wall.
3. Using an overhead projector to enlarge the clip art, shine the image onto the paper or rigid material, adjusting it as necessary for the size desired.
4. Trace the image outlines onto the paper or rigid material.
5. Paint the image, if necessary, and cut out.

Classroom Scene Setter

As a quick and easy alternative to making your own classroom backdrop, a scene setter is available for purchase (12-1-126) from the Resource Catalog. Simply mount the panels onto cardboard, foam insulation sheets, or plywood using double-sided carpet tape, clear packing tape, or staples, and prop them up with wooden supports (jacks). Or, you can attach them directly to the wall with mounting putty, Mavallus tape, or double-sided tape on top of painter's tape.



Puppet Stage

Puppets are used daily in the Toddler rooms. Add a large free-standing rock or bush in front of the set for the puppet to come out from behind. It should be high enough that the puppeteer can fit behind it unseen.



Exploration Stations

Toddler classes enjoy Exploration Stations, which include a discovery center, two touch tables, a dramatic play area, and a coloring corner. Further information about these stations can be found in the lessons, but check below for details for the dramatic play area and coloring corner.

7 C's Explorers Dramatic Play Area

Make a jungle area where the children can spend time role-playing. Designate a corner of the room and cover the walls with green plastic tablecloths, green roll paper, or jungle-themed scene setters purchased online. Make a round jungle hut using 4 x 8-ft. sheets of corrugated cardboard for walls and a large cardboard “cone” covered with faux grass skirts for the roof. Hang vines with jungle leaves along with birds and butterflies from the ceiling. To make vines, cut long strips of brown roll paper, two feet wide, and twist into a vine shape. Add some monkeys and one or two rainforest trees. (Check online for tree-making methods.)



ADDITIONAL PLAY MATERIALS:

- Binoculars**—Cut a paper towel tube in half, tape each half side by side, punch holes in one end, and string a piece of yarn through them to hang the binoculars around a child's neck.
- Expedition vests**—Cut from felt or large brown paper grocery bags. Ask your local grocery store to donate the bags. Cut a neck hole in the “bottom” of the bag and armholes in the sides. Cut down the middle-front from the neck hole to the top of the bag. Make sure not to cut the back of the bag.
- Pith helmets and stuffed animals**—Can be purchased in bulk from Oriental Trading Company.
- Play expedition vests and hats**—Can be purchased from the Resource Catalog (26-1-049).

Coloring Corner

Bring in or make a boat for the kids to sit in. If bringing one in, like an inflatable raft or canoe, make sure it's large enough to accommodate a few kids at a time. If making your own, see the directions for building a boat on page 11.



Additional Exploration Station Ideas

Each day's instructions have suggested stations, but here are some extra ideas if you would like to add more.

- Reading Nook**—Place a variety of children's books in a woven basket. Include children's picture Bibles, and accurate books about jungles, rainforests, God's creation, the fall of man, the flood, the tower of Babel, Jesus, and heaven.
- Jungle Animals**—Borrow or buy stuffed or plastic jungle animals and free-play with them.
- Flannel Board Fun**—Provide a flannel board with images from each day's Bible lesson along with people, animals, and jungle items.
- Planting Plants**—Put down a plastic tablecloth and then put potting soil, rubber mulch (least messy option), coffee grounds, or play sand in an under-the-bed storage bin. Add some fake or real plants, twigs, leaves, and child gardening tools. Let the kids go to town planting plants. Provide wet wipes for cleanup.
- Tower Building**—Gather different shapes and sizes of blocks for tower building. Add a picture of what the tower of Babel may have looked like.
- Texture Trays**—Provide various textures on which and in which the kids can trace words or pictures of key Bible concepts they learn about. Possible textures include shaving cream or hair gel in zippered baggies sealed with duct tape, burlap, trays of salt, thick fleece, magic slates, or chalkboard and chalk. Supervise carefully and make sure they know not to put their hands in their mouths. You may want to put out different textures on different days.
- Play Dough**—Play dough is always a favorite, so you may want to feature a station with it all week, adding thematic supplies that have to do with the day's teaching, such as using only green on day 1; dark and blue on day 2; gray on day 3; white and red on day 4; and yellow on day 5. Add in thematic cookie cutters each day: people and animals on day 1; boats, water drops, and a dove on day 2; construction-themed cookie cutters on day 3; crosses and hearts on day 4; and people and animals again on day 5.

Play Dough Recipe

- 2 c. flour
- 2 tbsp. oil
- ½ c. salt
- Food coloring
- 2 c. warm water
- Glitter
- 4 tsp. cream of tartar

Mix the first five ingredients in a saucepan. After blended, mix in food coloring. Stir over low to medium heat until the dough is formed and is no longer sticky. Remove from the pan and knead until smooth, adding the glitter. After it has cooled, store in an air-tight container.

RAINFOREST RECREATION

Playing is what this age group does best! While they're playing, they're learning. These games are an important part of the teaching process because they help to cement the lessons into the kids' minds in a fun way.

Consider having an outdoor playtime if you have a good space for it. The outdoor location should be enclosed so no one wanders off. If you don't have a safe area, use tarp-covered hay bales or snow fencing to create one. Ask church families to bring plastic slides, big wheel riding toys, and other age-appropriate outdoor equipment. Make sure they're labeled so they can be returned easily after VBS.

For game time, use the following suggestions or other options from the Game Guide, such as the Pre-Primary games. Also, it's fun to repeat favorites throughout the week.

Day 1

Hungry Monkeys

Cut a yellow pool noodle into small pieces. Spread the pieces around one end of the area. Begin with the Teaching Tie-In. Set a large box or make a circle of chairs near the starting position. Explain that the students will pretend to be monkeys trying to gather bananas (yellow noodle pieces) and bring them back to their banana bunker (food stash). At go, children will run to the bananas, gather as many as possible and bring them back to their banana bunker.

TEACHING TIE-IN

God created all the land animal kinds on day 6, including the kinds that monkeys belong to. Some monkeys live in the jungle. What food do you think monkeys like to eat? *Take responses.* Monkeys like fruit, nuts, seeds, and even eggs, bugs, and lizards! Today we'll pretend to be monkeys that are hungry for bananas.

Adam & Eve Chase

Set up a play area. Share the Teaching Tie-In. Have all the boys (Adams) chase all the girls (Eves). When a girl is tagged, she must sit down and say, "I'm made in God's image." Then she can stand and return to the chase. After a short time, switch so the girls are chasing the boys. See how many they can make sit down at a time.

TEACHING TIE-IN

God created the first people on day 6 of creation. What were their names? *Adam and Eve.* God created the first man and woman to be different than the animals. They were made special, created in God's image. You are created in God's image too!

Day 2

Two-By-Two Animal Match

Print the **Animal Kind Cards**, making sure to have a male and female of each animal. Hide one of each animal around the play area. Share the Teaching Tie-In. Pass out the remaining animal pictures, one per player. At go, children must find the animal that matches theirs.

TEACHING TIE-IN

God sent a big flood to cover the whole earth. But he kept Noah and his family safe in the ark. God sent animals to the ark two by two. That means a boy and girl of each animal kind got on the ark. Today, you will be looking for the animal that matches your picture so you have a boy and a girl.

Noah Says

Begin with the Teaching Tie-In. This game is played like Simon Says. Choose a leader to start as "Noah." Have the children line up across from Noah. Noah will give instructions by saying, "Noah says ___" and adding a physical action while doing it. For example, "Noah says touch the floor," "Noah says hop on one foot," or "Noah says shake your head." Once kids get the hang of it, try giving instructions more quickly. Play as time allows.

TEACHING TIE-IN

After Adam sinned, bad things began to happen. People became so bad that God sent a big flood to punish sin. God told Noah to build an ark. What is an ark? *A big ship.* Noah obeyed God and built an ark, and he and his family were saved from the flood catastrophe. In our game today, we'll practice obeying. Listen carefully and do whatever Noah says.

Day 3

North & South

This game works best indoors in a room with walls, but you can play outdoors if you create lines for north and south using chalk, cones, or chairs. Choose two opposite walls of the room to be north and south and review those with the children. Have everyone stand in the middle of the room. Call out a direction, either north or south, and point to the wall. The children must run to the wall in that direction then return to the middle. Play several times and finish with the Teaching Tie-In.

TEACHING TIE-IN

After God gave the people at Babel different languages, they went in all directions, including north and south. Why did God confuse the people's language? Because they disobeyed God's command to spread out on the earth.

Snoozing Silverback

Choose a leader to be the silverback gorilla. The gorilla can stand with back turned or lie down with eyes closed, holding a banana (yellow pool noodle piece). Players line up on the opposite side of the play area. Whenever the gorilla turns his back or snoozes, players must tiptoe toward him. When the gorilla turns and faces the players or wakes up, everyone must freeze in place. When the kids get close, the gorilla can chase them back to start. Finish with the Teaching Tie-In.

TEACHING TIE-IN

What kind of animal is our pal today? A silverback gorilla. Scatter's silver or gray color reminds us of the confusion God sent at the tower of Babel. When we say something is gray, that means it's confusing or mixed-up. God confused the language at Babel so there were suddenly many languages. Different families couldn't understand each other or work together anymore.

Day 4

Nativity Hunt

Print and cut out the **Nativity Cards** or use figures from a nativity set. Include baby Jesus, Mary, Joseph, angels, shepherds, and animals. (For a large class, print extras of all but Mary, Joseph, and Jesus.) Hide cards or figures around the area for kids to find. Have the kids attach the cards to a board or place each piece in a nativity scene. Finish with the Teaching Tie-In.

TEACHING TIE-IN

On what special day do we celebrate Jesus' birthday? **Christmas**. Jesus' birth was part of God's plan to save us from our sin so that we can be forgiven. Use the **Nativity Cards** or pieces to review Jesus' birth.

Dolphin Splash

This game is best played outdoors. Set out one or more wading pools with a small amount of water and several sponge balls. Have the children gather around each pool. Take turns picking up and tossing the balls into the water to make a splash. Finish with the Teaching Tie-In.

TEACHING TIE-IN

Today we learned about a pink river dolphin. Pink is made from mixing white and red. White reminds

us that Jesus was perfect and pure. He never sinned. The color red reminds us of Jesus' blood when he died on the cross for our sins. What is our dolphin pal's name? **Rose**. Her name reminds us that Jesus rose from the dead!

Day 5

Jungle Obstacle Course

Set up a simple jungle course using one or more of the following ideas:

Cross a river on stepping stones (jump from hoop to hoop over a blue tarp/sheet)

Crawl through a hollow log (play tunnel)

Rescue a baby animal (toy animal)

Find a banana (yellow pool noodle piece)

Catch a fish (use a net to scoop a plastic fish out of a kiddie pool filled with water—supervise carefully)

Walk under a vine (rope or twisted piece of brown or green roll paper)

Demonstrate how to run the course. Have the kids take turns going through it.

TEACHING TIE-IN

We've been learning about the jungle and what the Bible says about the 7 C's of History. Do you remember what they all are? Briefly review each C: Creation, Corruption, Catastrophe, Confusion, Christ, Cross, and Consummation.

7C's Hunt

Cut fun foam sheets into 2-inch squares of green, dark, blue, gray, white, red, and yellow. Hide the squares around the play area, at least one of each color. Begin with the Teaching Tie-In. Divide into teams. Choose one team to search for the seven colored squares. Once they have found all seven, help them put the colors in order and name each C. Have another leader take the other group(s) to another area or room and practice fun exercises, such as two-foot hops, spins, toe touches, or jumping jacks (seven times each). When the first group finishes the hunt, have them help you hide the squares for the next group, then switch with the exercising group(s). Play until all groups have had a turn searching for colors.

TEACHING TIE-IN

Let's review the seven colors and which C of history they remind us of. Review: green—Creation, dark—Corruption, blue—Catastrophe, gray—Confusion, white—Christ, red—Cross, yellow—Consummation. Today you'll be hunting for all these colors.

TREE-MENDOUS CRAFTS

Simple. Simple. Simple. Young children need simple crafts that are fun to touch and explore. More prep needs to take place so the children are left with simply decorating, attaching stickers, and gluing. This hands-on fun time helps kids really connect with what they're learning.

As with all other items used with the toddlers and young preschoolers, watch carefully that items are not choking hazards and that all items are nontoxic. Use chunky

crayons. Remember to put names on all crafts as children work on them.

Plan two craft times a day, but be prepared to skip one or both if the children need more rest time. Decide who will be in charge of preparing the craft materials (craft leaders, toddler teachers, or someone else). Whatever ideas you choose, have fun and use the crafts to reinforce the big themes of the week.

Thematic Craft Ideas

Several of these crafts require materials for the craft volunteers to use ahead of time, such as an office paper cutter, scissors, glue, and a pen or pencil. These items will not be listed in the supply lists below.

Day 1

Session 1—My Bug Jar

Follow the directions in the Craft Guide for the My Bug Jar craft.

TEACHING TIE-IN

Have you seen any bugs lately? *Take responses.* Bugs are amazing creations of God! It will be fun to catch some and care for them with our bug jars. When you see a firefly or an ant or a beetle, think about our wonderful God who made them.

Session 2—Eden the Parrot Coloring Sheet

Gather the following: **Parrot Coloring Sheets** and crayons. Optional: feathers, wiggle eyes, and glue sticks. You'll also need the [Day 1 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child.

During class, children will color the coloring sheet. Optional: Spread glue on the wings and tail and attach feathers. Then add wiggle eyes.

TEACHING TIE-IN

Refer to the [Day 1 Animal Pal Poster](#). **What's the name of our animal pal today?** *Take responses.* Continue discussion about the pal and its significance.

Bonus Idea for Day 1—Creation Sensory Box

Gather sensory items to put in a box that kids can make and play with. Possibilities can include large craft sticks they color for people, good size animal stickers they stick on card stock, brown or green crinkle shred paper for dirt/grass, cut-up blue- or aqua-colored netting for water, plastic dinosaurs and other animals, a plastic tealight candle, etc. Make sure all items are safe and not choking hazards.

Day 2

Session 1—Straw Serpent

Follow the directions in the Craft Guide for the Straw Serpent craft.

TEACHING TIE-IN

Have you ever seen a snake in the grass or in a zoo? *Take responses.* Our Bible account today talks about an animal that sounds like a snake—but in this case, it was a snake that could talk! What did the snake want Eve to do? *Take responses.* Did Eve listen to the snake? *Take responses.* She should have trusted God, not the snake. We can always trust God!

Session 2—Tox the Dart Frog Coloring Sheet

Gather the following: **Frog Coloring Sheets** and crayons. Optional: blue cellophane, wiggle eyes, and glue sticks. You'll also need the [Day 2 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child. Optional: Cut pieces of blue cellophane to fit the frog's body on the coloring sheet.

CHECK PINTEREST.COM/ANSWERSVBS FOR COLORFUL PHOTOS OF THE TODDLER CRAFTS!

During class, children will color their coloring sheet.
Optional: Spread glue on the frog's body and attach the blue cellophane. Then glue on the wiggle eyes.

TEACHING TIE-IN

Refer to the [Day 2 Animal Pal Poster](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

Bonus Idea for Day 2—Ocean in a Bottle

Gather the following: Water bottles, blue food coloring, cooking oil, small plastic cups, funnels, heavy duct tape, glitter, sequins, and any other small, flashy items desired.

Ahead of time, unscrew the lids and pour about half the water out. Determine how much oil you need to fill up the bottle to about 1–2 inches from the top, *but don't put oil in each bottle yet*. Tightly screw the lids back on.

During class, take the lids back off and put in a funnel. Let kids add in fun items like the glitter or sequins and a few drops of food coloring. Then give them a small pre-determined amount of oil in a cup to pour in through the funnel. Remember to leave at least 1–2 inches of free space at the top. An adult should then screw the lid on tightly and tape it well with the heavy duct tape.

Turn the bottle sideways and upside down to watch the ocean in a bottle!

Day 3

Session 1—World Map Place Mat

Gather the following: [World Map Pattern](#), crayons or markers, 11 x 17-inch white card stock, and clear contact paper or lamination. Optional: stickers of children from around the world.

Ahead of time, print a map pattern for each child on the white card stock.

During class, have kids color the map and add stickers if you have them. Before they take the place mats home, run them through a laminator or cover them with clear contact paper.

TEACHING TIE-IN

What's this a picture of? Take responses. Right, the world! Did people live all over the world before the tower of Babel event? No! God scattered them from the tower of Babel, and now people live all over the place and do things many different ways.

Session 2—Scatter the Gorilla Coloring Sheet

Gather the following: [Gorilla Coloring Sheets](#) and crayons. Optional: silver/gray faux fur for the gorilla's back, wiggle eyes, and glue sticks. You'll also need the [Day 3 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child.
Optional: Cut pieces of faux fur to fit the shape of the gorilla's back on the coloring sheet.

During class, children will color their coloring sheet.

Optional: Spread glue on the gorilla's back and attach the faux fur. Then glue on the wiggle eyes.

TEACHING TIE-IN

Refer to the [Day 3 Animal Pal Poster](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

Bonus Idea for Day 3—Tower Building

Gather the following: Brown construction paper or card stock, plain white copy paper, glue sticks, and crayons or markers.

Ahead of time, cut the brown paper into strips of decreasing length—some strips should be 1 x 6 inches, some 1 x 4, 1 x 3, and 1 x 2. Each child will get one of each.

During class, have the kids glue the longest strip along the bottom of their white paper to be the base of their ziggurat tower. Then glue the 1 x 5 strip just above the 1 x 6 strip, then continue up the tower in decreasing lengths to make a ziggurat. Color people, grass, and sky around the tower.

Day 4

Session 1—Easter Scene

Follow the directions in the Craft Guide for the Easter Diorama (v.2) craft.

TEACHING TIE-IN

Who is God's Son who came to earth at Christmas? Take responses. Did he ever do anything wrong? Take responses. Why is there a cross on your Easter scene? Take responses and summarize why Jesus came.

Session 2—Rose the Dolphin Coloring Sheet

Gather the following: [Dolphin Coloring Sheets](#) and crayons. Optional: blue-colored cellophane and glue sticks. You'll also need the [Day 4 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child.
Optional: Cut the cellophane into small pieces.

During class, children will color their coloring sheet.

Optional: Spread glue on the water area and attach pieces of blue cellophane.

TEACHING TIE-IN

Refer to the [Day 4 Animal Pal Poster](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

Bonus Idea for Day 4—Christmas Ornament

Gather the following: Either 1 x 3-inch blocks of wood (sanded smooth) or small, non-glossy white or kraft gift boxes. Also gather markers, glue sticks, mini screw eyes, narrow ribbon, mini Christmas gift bows, and the [Jesus Gift Tag 2 Pattern](#).

Ahead of time, screw the screw eye into the box or wood block and print and cut out a gift tag pattern for each student.

During class, kids can color their boxes and put the mini bow on, then glue on the Jesus gift tag. Tie ribbon through the eye to make a loop for hanging.

Day 5

Session 1—Beautiful Butterfly Hat

Gather the following supplies: Stapler, tape, marker, yellow corrugated bulletin board border, 4–6 pipe cleaners per child, 4–6 butterflies per child from the [Butterfly Pattern](#), and items for decorating the butterflies—markers, dot art markers, small stickers, etc.

Ahead of time, cut the bulletin board border into 20-inch strips, one per child. Print and cut out the butterflies from the butterfly pattern. Twist the pipe cleaners around a marker several times to make a corkscrew shape.

During class, the children will decorate their butterflies. As each child finishes, tape each butterfly to one end of a twisted pipe cleaner then insert the other end into the corrugated border, spacing them out. Fit the border strip around the child's head and staple or tape the two ends together to form a crown-style hat. (Tape over staples to cover any sharp edges.)

TEACHING TIE-IN

Have you seen a butterfly flying around outside?
Aren't you glad God made butterflies? Someday, just

as a caterpillar becomes a beautiful butterfly, God's people will have beautiful new bodies too.

Session 2—Bliss the Butterfly Coloring Sheet

Gather the following: [Butterfly Coloring Sheets](#) and crayons. Optional: tissue paper squares, wiggle eyes, and glue sticks. You'll also need the [Day 5 Animal Pal Poster](#).

Ahead of time, print one coloring sheet for each child. Cut colored tissue paper into small squares.

During class, children will color the coloring sheet. Optional: Spread glue on the wings and add the tissue paper squares. Then glue on the wiggle eyes.

TEACHING TIE-IN

Refer to the [Day 5 Animal Pal Poster](#). What's the name of our animal pal today? Take responses. Continue discussion about the pal and its significance.

Bonus Idea for Day 5—Coffee Filter Butterfly

Gather the following supplies: 2 coffee filters, a paper plate, and washable markers for each child, along with a spring-style clothespin, and a 4-inch piece of pipe cleaner (any color) folded into a V.

Ahead of time, fill either a spray bottle with water for teacher use or a spray bottle or dropper with water refills for each child. Flatten the coffee filters.

During class, place one flattened coffee filter on each paper plate. Have kids color it with markers, then mist it with a water bottle or put drops of water on it. Repeat with the other coffee filter and let them dry. When they are dry, teachers can accordion-fold both of them and stack them on top of each other. Put the V pipe cleaner in the clothespin for antennae, and help kids attach the clothespin in the middle of the coffee filters. (They can color the clothespin first if you have time.) Fluff out the coffee filters on both sides of the clothespin, and you have an awesome butterfly!

CANOPY CAFÉ

Yum! Snacks are always a hit. But with this age group, it is especially important to find out from parents about food allergies. Toddlers may not be able to communicate this information. If you are choosing other snack options, be mindful of small foods that may be choking hazards (e.g., hot dogs, nuts, marshmallows, raisins or dried fruits, hard or very chewy candies, chunks of cheese or fruit, triangle-shaped

chips, and popcorn). Some “big kid” snacks are safe for toddlers. You may want to serve smaller portions of those. See the Snack Guide for more details.

Decide who will prepare the snacks—teachers or the snack team—and decide if you are serving one or two snacks per day. And, of course, remember to wash hands and pray before eating.

Thematic Snack Ideas

See photos of the big kids’ snacks in the Snack Guide.

Day 1

Use this big kids’ snack recipe, except serve smaller portions in smaller cups. Adjust amounts accordingly.

Dirt Dessert (10 servings)

- 2 c. cold milk
- 1 (3.9 oz.) package instant chocolate pudding (4-serving size)
- 8 oz. frozen whipped topping, thawed
- 1½ c. crushed chocolate sandwich cookies (about 20), divided
- 20 gummy animals
- 10 plastic punch cups
- 10 plastic spoons
- Whisk and mixing bowls
- Large spoon

Make pudding according to package directions. Stir in whipped topping and ½ c. of crushed cookies. Divide the mixture into 10 punch cups. Top with the remaining sandwich cookie pieces and gummy animals. Note: Various varieties of gummy animals such as zoo animals, dinosaurs, and bears can be ordered online, but gummy worms work too.

TEACHING TIE-IN

Look at your dirt dessert. Do you think it just made itself or did someone make it? Take responses. Someone made it! Do you think the world just came about on its own, or did God make it? Take responses. God made it! He made all the plants and animals and the sun and moon and stars and people. Let’s praise God for being the amazing Creator, and for this snack. Do so.

Green Parrot Pretties (per child)

- 1 kiwi slice (head)
- 1 chocolate chip or edible eye
- 1 tiny piece of fruit leather (beak)

- 1 pretzel stick (branch)
- Small paper plate for each parrot

Cut the kiwi into circles and put one on each plate. Put a chocolate chip or edible eye and a fruit leather beak on each to make a side view of a parrot. Arrange a pretzel stick under it as if the parrot is perched on a branch. (For a more substantial snack, give each child 2 parrots.)

TEACHING TIE-IN

What color is our kiwi fruit? Take responses. What animal does it look like? Take responses—a green parrot. What’s our animal pal’s name? Take responses. It’s Eden because we talked about the garden of Eden. Who can tell me about the garden of Eden? Take responses. Let’s thank God for this green snack that reminds us of God’s perfect, good creation. Do so.

Day 2

Serpent Snack (per child)

See the big kids’ photo, but use mini doughnuts instead and the adjusted amounts listed below, per child, following these directions.

- 1 vanilla or chocolate mini cake doughnut
- 1 vanilla or chocolate cake doughnut hole
- 2 mini M&M’s
- Thin red licorice, cut into 1-inch pieces
- Knife
- Kitchen scissors
- Cutting board
- Spoon
- Small paper plate

Cut each doughnut and the doughnut hole in half. Arrange doughnut halves in an S on each paper plate for the serpent’s body. Place half of a doughnut hole on each end for the serpent’s head and tail. For the tongue, split the end of each licorice piece with kitchen scissors and pull the ends apart to make it forked. Cut two tiny slits for eyes and put the M&M’s in.

TEACHING TIE-IN

What does our snack look like today? *Take responses.* Yes, a snake! Does anybody remember what happened in the garden of Eden with a snake? *Take responses.* Eve shouldn't have listened to the snake. She should've obeyed God, and so should we! Let's thank God for forgiving us when we sin, and let's thank him for this snack. *Do so.*

Frog Treats (per child)

- 2 mini pretzels
- 2 Golden Oreos
- 2 edible eyes
- 1 strip of fruit leather
- White icing (as "glue")
- Green card stock or construction paper for lily pad
- Scissors

Cut the green paper in the shape of a lily pad. Place the mini pretzels on the paper to look like frog legs and secure the Golden Oreos to the top of the pretzels with white icing. Attach edible eyes to the top Oreo with icing and "glue" the fruit leather between the two Oreos with the icing so it sticks out like a frog's tongue.

TEACHING TIE-IN

What animal is our animal pal today? *Take responses.* Yes, it's a frog. Do you remember his name? *Take responses.* It's Tox, the poison dart frog. Were animals poisonous when God first made the world? *Take responses.* No, because everything was perfect. But then sin entered the world and affected everything, including dart frogs. Let's thank God that even though there is sadness and sin now in our world, we have God and his goodness! And let's thank him for this yummy snack. *Do so.*

Day 3

Shades of Pudding Parfaits (per child)

Use this big kids' snack recipe, except serve smaller portions in smaller cups. Adjust amounts accordingly.

- ¼ c. chocolate pudding
- ¼ c. butterscotch pudding
- ¼ c. vanilla pudding
- Milk to make pudding
- Whipped topping
- 1 honey and 1 chocolate Teddy Graham cracker
- Bowls, whisks, and stirring spoons
- Plastic punch cup

Make each kind of pudding according to package directions. Layer the puddings in the punch cups, ¼ cup total per child. Put a dollop of whipped topping on top. Refrigerate. Before serving, add 1 honey and 1 chocolate Teddy Graham cracker on top of each parfait.

TEACHING TIE-IN

Have you ever wondered why people have different shades of skin? *Take responses.* It's sort of like these different shades of pudding. This is all pudding,

but it comes in a lighter shade, a medium shade, and a darker shade. That's similar to people's skin, which God made from light to dark. We're not different colors—just different shades of the same color—brown. Let's thank God for making each of us our own special shade, and then we'll eat this fun snack. *Do so.*

Gorilla Faces (per child)

- Fruit cup or apple-sauce cup
- Spoon
- Permanent marker to draw a simple gorilla face on the cup

Draw a gorilla face on each cup. After students have enjoyed looking at them and talking about the silverback gray gorilla (see Teaching Tie-In), help them take off the lids and give each child a spoon to eat with.

TEACHING TIE-IN

What animal does our snack look like? *Take responses.* Our animal pal today is a gray (silverback) gorilla. Do you remember his name? *Take responses.* His name is Scatter because he reminds us of how the people at Babel were scattered all over the world. Who can tell me about that? *Take responses.* Let's thank God for this gorilla snack, and then we'll eat. *Do so.*

Day 4

Gospel Goodies (per child)

Use this big kids' snack recipe, except serve smaller portions. Adjust amounts accordingly.

- 1 brownie, store-bought or homemade
- White icing
- 7 red M&M's or 2 strands of thin red licorice
- Knife for icing and cutting brownies
- If making brownies from scratch: mixing bowls, measuring cups and spoons, and pans
- Spatula
- Small paper plate

Buy brownies or make them according to package directions. Ice brownies with white icing. Cut brownies but leave them in the pan. Arrange the red M&M's or thin red licorice into a cross shape on top of each brownie. Before snack time, put each brownie on a small paper plate. Note: Cut the brownies into heart shapes if desired to add to the theme of the day.

TEACHING TIE-IN

We have three colors on our Gospel Goodies. What color is the brownie? *Take responses—dark brown (dark) which reminds us of Corruption. How about the icing?* *Take responses—white, which reminds us of Jesus Christ. And the licorice?* *Take responses—red, which reminds us of the blood Jesus shed on the cross. Let's*

thank God for Jesus coming and loving us, and for our Gospel Goodies, and then we'll eat. *Do so.*

Dolphin Banana (per child)

- ½ unpeeled banana
- Handful of grapes (cut in half) or blueberries
- Permanent marker
- Plastic punch cup

Draw a dolphin face on the banana half near the stem. Split the stem and stick half a grape or a blueberry in its mouth. Put the dolphin in a punch cup and fill in with grape halves and/or blueberries.

TEACHING TIE-IN

What animal does our snack today remind you of? *Take responses. Yes, a dolphin. Who remembers our animal pal's name? Take responses. She's Rose, the pink river dolphin. Rose reminds us Jesus rose from the dead! Let's thank God for Jesus and for this special snack. Do so.*

Day 5

7 C's Boat (per child)

Use this big kids' snack recipe, except serve smaller portions. Adjust amounts accordingly.

- Green food, such as a couple grapes (cut in half), green apple slices, or pear slices
- Dark food, such as a few chocolate chips (or chocolate anything) or a couple blackberries
- Blue food, such as a couple blue corn chips or blueberries
- Gray food, such as a spoonful of chia seed pudding
- White food, such as a couple thin pieces of white cheese, banana, or white yogurt melts
- Red food, such as a couple small pieces of watermelon, raspberries, or strawberries
- Yellow food, such as a couple thin yellow cheese pieces and crackers
- Food boat (like hot dogs are served in)

Decide which items you will use and place a portion of each in color order in the food boat.

TEACHING TIE-IN

Our treat today is a 7 C's boat. Can you remember the 7 C's? Let's see if we can say them all! *Take responses: Creation, Corruption, Catastrophe, Confusion, Christ, Cross, Consummation. Let's thank God for our 7 C's boat and for this yummy snack. Do so. As the children eat, discuss the colors of the 7 C's and the foods representing them.*

Butterfly Bags (per child)

See note below for other possible ingredients.

- 5-6 grapes or strawberries, cut in half OR
- Crackers, pretzels, or Goldfish
- Snack-size baggie
- Spring-style clothespin
- Permanent marker
- Optional: half of a pipe cleaner

Put one type of food in one side of the baggie, such as cut-up grapes or cheese, and put another food in the other side, such as crackers. (Make sure they are cut small and are not choking hazards.) Seal the baggie and attach the clothespin in the middle of the baggie. Draw a face on the clothespin and add an antennae out of half of a pipe cleaner if desired.

Note: Other possible combos are Cheerios and Goldfish; Fruit Loops and Pretzel Goldfish; or Chocolate Teddy Grahams and Oyster Crackers.

TEACHING TIE-IN

What animal does our snack look like today? *Take responses. Yes, a butterfly! What do butterflies start out as? Take responses. Caterpillars! But God changes them into beautiful butterflies, just like he will change his children someday and give us beautiful new bodies when we get to heaven. Let's thank God for the promise of life in heaven with him and for this beautiful snack. Do so.*



DAY 1

CREATION

BIBLE PASSAGE

All Is Good
Genesis 1

LESSON FOCUS

We cruise to our first C of history—**Creation**—and head back to the beginning of the universe.

APOLOGETICS CONTENT

Examining how it all began—man’s ideas or God’s Word?

MEMORY VERSE

In the beginning, God created the heavens and the earth. Genesis 1:1

COLOR

Green

ANIMAL PAL

Eden the Green Parrot

Today’s Exploration Stations

- Discovery Center: Rainforest Rubbings
- Wet Touch Table: Creation Counting
- Dry Touch Table: All Things Green
- Dramatic Play: 7 C’s Explorers
- Coloring Corner: Genesis 1:1

Today’s Lesson at a Glance

INTRODUCE IT!

- Puppet Pal—Praise the Creator
- Song 1: “Let’s Praise God!”

TEACH IT!

- Journey Through Creation
- Song 2: “He’s Got the Whole World in His Hands”

APPLY IT!

- Part 1: Daily Review
- Part 2: Memory Verse
- Part 3: Go and Do

Preparing for the Lesson

- Read Genesis 1 and 2 several times.
- Read this lesson several times and prepare the materials.
- For more information on the big bang, evolution, and creation, visit AnswersVBS.com/junglefaq.
- Pray.

Devotion 1: God Is the Good Creator

The LORD is good to all, and his mercy is over all that he has made. Psalm 145:9

For a few moments, imagine yourself strolling through a section of the garden of Eden. This beautiful abundance of flora and fauna was just declared by the Creator to be “very good.” The creation was a manifestation of the goodness of the Creator. In your mind’s eye, how does this original paradise reflect the goodness of God?

Do the flowers fill the air with glorious fragrances? Do the serpents hanging from the trees fill you with delight at their bright colors and silky smooth skin? Do you gently stroke the thick fur of the large bear to your right? Do you gasp in awe at the towering sauropod as he lumbers past?

Contrast this with the view that Carl Sagan held about God and his creation:

“If God is omnipotent and omniscient, why didn’t he start the universe out in the first place so it would come out the way he wants? Why is he constantly repairing and complaining? No, there’s one thing the Bible makes clear: The biblical God is a sloppy manufacturer. He’s not good at design, he’s not good at execution. He’d be out of business if there was any competition” (Carl Sagan, *Contact* [New York: Pocket Books, Simon & Schuster, 1985]).

In Sagan’s Eden, the flowers God created prick you with thorns when you bend over to inhale their fragrance. The serpent slithering past your feet inspires a fearful shriek. The lion creeping up behind the lamb suddenly takes a bite out of it. And the dinosaurs are nowhere to be seen because they died out millions of years ago.

What important factor did Carl Sagan fail to take into account? *He believed that the world we live in today is the world God originally created. He didn’t understand that we now live in a fallen world—a world that has been corrupted with sin. His view has been colored by the belief that the world is millions of years old and that the fossil record—filled with evidence of death, disease, suffering, and thorns—is a record of the way things have been for the past several million years.*

Carl Sagan isn’t alone in viewing the Creator this way. Media mogul Ted Turner and even Charles Darwin himself

are just a few of the many who can’t comprehend the goodness of God because of what they see today.

Although all of creation shouts, “There is a God!” (Romans 1:20), it has been marred with our sin.

Read Psalm 33:5. In what ways do you see the love of God still reflected in his creation?

In what ways do you see the effects of our sin?

Think about how you represent the all-good Creator to those in your care. For example, are the “design features” you share with your children reflective of a good God or a fallen creation?

As you present today’s C, do so in a way that emphasizes the goodness of God. His original creation was complete and “very good.” It was full of life, peace, and joy. He provided light for us to see by (day 1), air for us to breathe (day 2), vegetation for us to eat (day 3), majestic arrays of stars to study before bed (day 4), abundant fauna for us to enjoy (days 5–6), and a creation for us to care for. He created for his glory.

Read Psalm 107:1, 15, and 119:68, as well as this Puritan prayer about the infinite goodness of the Creator.

King of glory, divine majesty,
Every perfection adorns thy nature and sustains
thy throne;
The heavens and earth are thine,
The world is thine and its fullness.
Thy power created the universe from nothing;
Thy wisdom has managed all its multiple concerns,
Presiding over nations, families, individuals.
Thy goodness is boundless;
All creatures wait on thee;
Are supplied by thee;
Are satisfied in thee.
How precious are the thoughts of thy mercy and grace!
How excellent thy lovingkindness that draws
men to thee!

—Arthur Bennett, *The Valley of Vision*
(Carlisle, PA: The Banner of Truth Trust, 2005), 216.

Exploration Stations

See page 13 for setup and decorating instructions for each station, as well as ideas for additional stations.

Discovery Center: Rainforest Rubbings

MATERIALS

- [Drip Tip Leaf Poster](#)
- Variety of real leaves
- Crayons
- White paper, at least 1 piece per child

PREP

Gather leaves from various trees and bushes in your area. Remove wrappers from crayons.

DIRECTIONS

Students put the leaves under the paper. Show them how to rub their crayons sideways over the paper to get the leaf impressions.

TEACHING TIE-IN

Show the [DRIP TIP LEAF POSTER](#). God's an amazing Creator! Look at this rainforest leaf. God gave it a special design called a drip tip. Do you see it? Since it rains almost every day in the rainforest, the drip tip allows the water to run off quickly so the leaves don't grow harmful stuff on them. God made every little thing perfect!

Wet Touch Table: Creation Counting

MATERIALS

- Touch table with tarp underneath
- Water
- Sand pails
- Extras: waterproof creation-oriented items (at least six of each), such as real leaves or plastic flowers, animals, fruits, stars, or cookie cutters in these shapes.

PREP

Partially fill the touch table with water. Add the extras. Set the sand pails at the side.

DIRECTIONS

Students try to fill a pail with six of the same things (e.g., six flowers or six pieces of fruit).

TEACHING TIE-IN

How many days did it take God to make the whole creation? *Six. Let's count to six. Do so.* Now let's gather six of the same kinds of things to remember the number six! Ask several kids to find different items to put into their pails.

Dry Touch Table: All Things Green

MATERIALS

- [Day 1 Animal Pal Poster](#)
- Touch table with tarp underneath
- Generic or green filler (e.g., crinkle shred or Easter grass)
- Extras: lots of safe green items, such as pails, shovels, cups, plastic animals, leaves, play foods, cars, etc.

PREP

Put the filler in the table, then add the extras.

DIRECTIONS

Students play with the items.

TEACHING TIE-IN

What color are the things in the table? *Green.* What color are many plants in the jungle? *Green.* Show the [DAY 1 ANIMAL PAL POSTER](#). What color is Eden, our parrot animal pal? *Green.* Who made, or created, all the plants and animals? *God.* The color green reminds us of creation. Let's cheer for God, our wonderful and caring Creator! *Do so.*

Dramatic Play: 7 C's Explorers

This station can be as simple or elaborate as you like. Leave it set up all week. Add in new items each day. Choose from the following, or add in your own ideas.

MATERIALS

- Dress-up supplies in a big suitcase with the lid safely propped open (e.g., expedition vests, pith helmets, rain boots, backpacks, ponchos, sunglasses)
- Play binoculars (or see p. 13 for instructions to make your own)
- Stuffed, plastic, and rubber animals

PREP

Set out costumes and play items.

DIRECTIONS

Students dress up and pretend to be on an expedition through the jungle.

TEACHING TIE-IN

Who created the world and everything in it? *God.* Did God use crayons and paint or a hammer and nails? *No! He created everything from nothing.* Can you name something in the sky that God created? *Allow answers.* How about an animal God made? *Allow answers.* Did God make plants? *Yes.* God made people too! People are his most special creation. He loves us!

Coloring Corner: Genesis 1:1

Leave this station up all week. Just add the new coloring sheet each day.

MATERIALS

- Day 1 Memory Verse Coloring Sheet**
- Markers or crayons in a woven basket
- Optional supplies: stickers, glue sticks, and items to glue onto the coloring sheet (e.g., cotton balls, pom-poms, feathers, and tissue paper)

PREP

Print the coloring sheet, 1 per child. Gather the decorating supplies and set them out.

DIRECTIONS

Students color the sheet then add additional supplies if desired.

TEACHING TIE-IN

Practice saying the memory verse on the sheet. Discuss its meaning.

Introduce It!

Puppet Pal—Praise the Creator (5 minutes)

★ 2 copies of **Day 1 Puppet Script**

- ☐ Boy or girl puppet and puppet stage
- ☐ Clipboard
- ☐ River guide/jungle costumes for teachers

🌿 Download **these** resources from AnswersVBS.com/jungleresources.

🌿 Think of fun names for yourselves: Jungle Judy, River Rick, Cruisin' Kate, Rainforest Ron, or Tiger Tom.

🌿 Be familiar with the lesson, but don't memorize it. Place it on a clipboard to use as a reference.

🌿 If working as co-teachers, decide daily which parts of the lesson each of you will be responsible for teaching. Both plan to dress in costumes.

🌿 The puppet can be dressed in a small VBS T-shirt or jungle-themed shirt. To make a small VBS T-shirt, photocopy, cut out, and laminate a color copy of the logo and tape it to a baby-size T-shirt.

🌿 If you want to get snazzy, use a quick musical introduction and exit when it's time for the puppet to come and go.

🌿 The Bible and mounting putty are listed just once daily, but plan to use them throughout the lesson.

Prep: Prepare your set backdrop and set up your boat. This will be used all week. See *Decorating Decisions*, p. 11 for more information. Prepare your costumes and props. Tape one **SCRIPT** inside the puppet stage and attach the other to a clipboard for reference.

Each day, the puppet pal will teach part of the lesson or reinforce what the kids just heard. It's always a favorite, so try to include it.

Decide who will be the puppet and figure out when you need to get into position for the puppet pal time. If you don't have a co-teacher, enlist someone (a group guide or other volunteer) ahead of time to work the puppet each day. If you're alone, have the puppet come up from behind a suitcase with the lid flipped up, or just stand and work the puppet. (It's fine if your lips move. No need to be a ventriloquist.)

You can either use a boy or a girl puppet. It is written as a boy (Jungle Jimmy—JJ), but it can be a girl named Jungle Jenna. Use a consistent voice for the puppet all week. Speak clearly and exaggerate words and expressions. For instance, draw out certain words for emphasis or make an exaggerated action for things like groaning, turning its head, or sneezing. If necessary, use your free hand to do things with the puppet's hands or arms. For example, if the puppet is "thinking," put the puppet's hand on its chin. When the puppet is talking, make sure the mouth is open. (This is the opposite of what people often do!) In other words, the mouth should be open on most syllables. You don't have to open very wide, which will help you move the mouth faster and more naturally.

Your puppet should come out from behind a large rock or bush. (See *Decorating Decisions*.) When the puppet is entering, hold your arm back and down and have the puppet take three steps up, getting higher each time, until the puppet is out and visible. When exiting, turn the puppet toward you and take three steps down until out of sight.

Teacher: Hi, kids! Welcome to the jungle. I'll be your guide as we explore the jungle this week at VBS. My friend ____ (Teacher 2), will be here soon to go with us on our journey. But for now, I want you to meet our puppet pal. His name is Jungle Jimmy (or Jungle Jenna if a girl). Let's all call for him (her). Do so.

Puppet: Come up.

Teacher: Hi there, Jungle Jimmy.

Puppet: Hi! You can call me JJ for short.

Teacher: Okay! Kids, let's say, "Hi, JJ!" Do so.

Puppet: Wave. Hi, everybody!

Teacher: Hey, JJ, do you like to play outside?

Puppet: I sure do! I like to go to the park and explore like I'm in a jungle. And when I swing on the swings, I pretend I'm a monkey swinging on a vine! Jump around like a monkey. Ooh-ooh-ah-ah-ah!

Teacher: That must be why your name is Jungle Jimmy.

Puppet: Yup! I love jungles. I think they're super cool!

Teacher: I think so too! So, JJ, when you're outside playing, what kinds of critters or plants do you see out there?

Puppet: Thinking. Umm . . . I watched a bunch of ants the other day. They were busy working and running back and forth! Oh, and I saw a bluebird sitting in a tree!

Teacher: Nice! What kinds of plants and trees have you seen?

Puppet: Ooh! We've got some really cool flowers in our yard called snapdragons. When you squeeze them, they open up!

Teacher: Well, when you see beautiful things in nature, you can think about our good, kind, wonderful Creator God.

Puppet: Did God make ants and birds and snapdragons?

Teacher: He sure did! God created all these beautiful things we get to see and smell and hear. When we're outside playing or walking in the woods or going to the zoo, we can tell God thank you for the plants and animals that we see or hear.

Puppet: That sounds great! I want to tell God thank you.

Teacher: Yes, it's good to remember that God made beautiful things all around us.

Puppet: (Excitedly) Thank you, God, for animals, plants, the sunshine, the moon, stars—all kinds of things!

Teacher: When we say thank you to God, that's called praise. God is our Creator, which means he made, or created, everything. We should praise him every day. The Bible even tells us to praise God all the time.

Puppet: Hey! I know a song called "Let's Praise God!" Kids, will you sing it with me? Have the puppet sing and move with the kids.

Song 1: Let's Praise God!

Sing to the tune of "London Bridge Is Falling Down."

VERSE 1

Clap your hands if God made bees (Clap.)
God made trees (Clap.)
God made seas (Clap.)
Clap your hands if God made ME (Clap.)
Let's praise God! (Sway hands over head.)

VERSE 2

Stomp your feet if God made cats (Stomp.)
God made gnats (Stomp.)
God made rats (Stomp.)
Stomp your feet if God made bats (Stomp.)
Let's praise God! (Sway hands over head.)

VERSE 3

Turn around if God made sky (Turn around.)
God made flies (Turn right.)
God made eyes (Turn left.)
Turn around if God made sky (Turn around.)
Let's praise God! (Sway hands over head.)

Teacher: Great job singing! Let's say goodbye to JJ now. Do so.

Puppet: Bye! See you tomorrow. Exit.

Teach It!

Journey Through Creation (10 minutes)

Prep: Use mounting putty or tape to put up the **7 C'S CREATION POSTER**. Set up the large paper or dry-erase board up front so everyone can see it. Draw two horizontal lines across it, separating it into three parts. When noted, Teacher 2 will draw while Teacher 1 describes each creation day. Use a variety of colors for the drawings to hold the students' interest.

Teacher 1: JJ saw some things God made at the park. But we should do some exploring on our own.

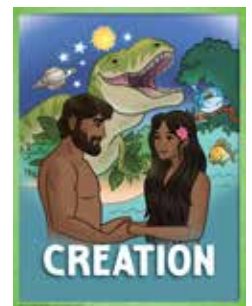
VERSE 4

Wig-wig-wiggle if God made your nose
(Wiggle and touch nose.)
God made your toes (Wiggle and touch toes.)
God made elbows (Wiggle and touch elbow.)
Wig-wig-wiggle if God made kiddos
(Wiggle and point to kids.)
Let's praise God! (Sway hands over head.)

VERSE 5

Bend and stretch if God made bears
(Bend and stretch.)
God made hares (Bend and stretch.)
God made pears (Bend and stretch.)
Bend and stretch if God made air
(Bend and stretch.)
Let's praise God!
(Sway hands over head.)

- ★ "Let's Praise God!" song
- ★ "He's Got the Whole World in His Hands" song
- MP3 download or *Simple Songs* CD (12-0-141)
- Device to play songs



- ◆ **7 C's Creation Poster**
- Mounting putty or tape
- Bible
- Dry-erase board and markers or large paper and markers
- Small suitcase or backpack containing crayons, scissors, and other craft supplies

- ★ **Download from AnswersVBS.com/jungleresources.**
- ◆ **Find in your teacher kit.**

Teacher 2: Let's explore the jungle! We can be river guides and pretend we're all going on a boat ride through time.

Teacher 1: Great idea! Each day, we'll stop at one of the 7 C's of History. Each of these words begin with the letter C and are times when special things happened long ago or will happen in the future. Hold up the Bible. And God's Word, the Bible, tells us all about them.

Teacher 2: Okay, everyone step into the boat. Pretend to step in and sit down in your boat. Here we go up the river into the jungle! Ooh, the boat's rocking a little on the river! Rock back and forth. Wow! A snake just slithered by! Do you hear that monkey? And what's that hiding behind the bushes? Is it a jaguar?

Teacher 1: Look at all the jungle trees everywhere! They're so green. Hey, green is our special color today. It reminds us of the beautiful world God made at the very beginning of time.

Teacher 2: Here we are at our first stop—Creation! Refer to the 7 C'S CREATION POSTER. Point out the letter C. Let's sit down and listen to hear more about it.

Teacher 1: Remember we said our first stop is called Creation. Let's talk about creating!

Teacher 2: Open the suitcase or backpack. Yay! I like to create crafts. Look at all this cool stuff! Quickly flip through the craft supplies.

Teacher 1: Wait a minute! Not now. Begins putting the supplies away.

Teacher 2: But if I don't have my scissors and crayons, how will I create anything? I don't think I could create something if I had nothing to start with.

Teacher 1: No way! You can't make something out of nothing. No person can. But God can! Kids, do you know who created the whole world? Take responses.

Teacher 2: Yes, God! He's the Creator, and he's the only one who can make something out of nothing. Our special book, the Bible, tells us how God made everything in six days. Let's count on our fingers to six. Do so.

Teacher 1: Open your Bible to Genesis 1 and refer to it as you continue. The Bible tells us at first there was nothing, and it was dark. Then God started creating. He said, "Let there be light," and there was light. God called the light day, and he called the dark night. And that was the end of the first day. Let's hold up one finger for day 1. Do so.

Teacher 2: Begin drawing while Teacher 1 describes each creation day. Write the number 1 in the top left corner. Draw the earth with shading to show that light (not the sun) was shining on the earth, making day and night.

Teacher 1: Then the Bible tells us on day 2 God separated the waters above from the waters below. Can you hold up two fingers for day 2? Do so.

Teacher 2: Write the number 2 in the middle section left corner. Draw a water line. See? Point to drawing. God made sky up here and water down there.

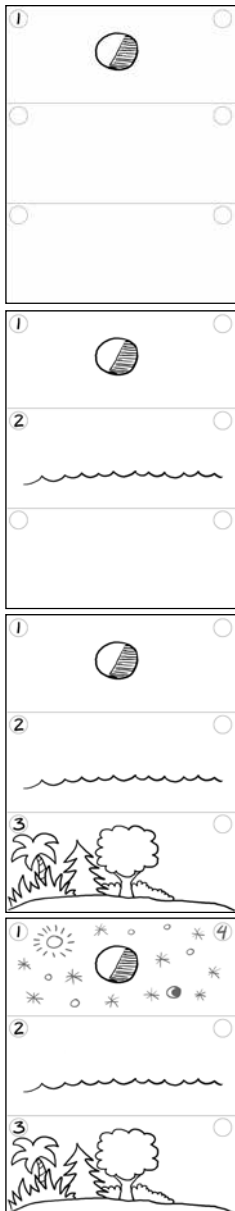
Teacher 1: On day 3, God said, "Let the dry land appear." And God saw it was good. And God made grass and trees grow on the land. Can you make yourself into the shape of a tree? Demonstrate and have them do so. All this happened on day 3. Now hold up three fingers. Do so.

Teacher 2: Write the number 3 in the bottom section left corner. Draw a line for dry land. Draw plants and trees. Leave the right side empty to be filled on day 6.

Teacher 1: On day 4, God made the sun and the moon. Let's make a sun with our arms. Do so. Then he made stars. And God saw it was good. Hold up four fingers for day 4. Do so.

Teacher 2: Write the number 4 in the top right corner. Draw the sun, moon, and stars.

Teacher 1: On day 5, God made all the animals that fly, like birds and pteranodons. He also made all the swimming animals, like fish and whales. And God saw it was good. Can you pretend to be a bird and flap your wings? Demonstrate and have them do so. Let's hold up five fingers for day 5. Do so.



Teacher 2: Write the number 5 in the middle section right corner. Draw simple birds in the air, and simple fish and sea creatures under the water line.

Teacher 1: On day 6, God made all the land animal kinds that our animals today came from. Let's pretend to be our favorite animals. Do so, then have kids sit back down.

Teacher 2: Write the number 6 in the bottom section right corner. Draw land animals, including a dinosaur.

Teacher 1: Do you see the dinosaur (Teacher 2) just drew? God made all the land animals on day 6, and dinosaurs were land animals. Let's roar like a dinosaur. Do so.

Teacher 2: But God wasn't finished yet.

Teacher 1: Right! God created the first two people. They were Adam and Eve. God made them different than the animals. They were made in God's image. Hold up six fingers for day 6. Do so.

Teacher 2: Draw two stick people in the bottom section.

Teacher 1: Then God saw everything he had made, and it was very good.

Teacher 2: Hey kids, did God use crayons and paper and scissors to create the world? No!

Teacher 1: No, God is so powerful, he created everything out of nothing just by speaking. Let's cheer for God to give him praise! Do so. Only an amazing, good God could make everything like that.

Teacher 2: On day 7, the Bible says God rested from all his work. Do you think God was tired? No

Teacher 1: God never gets tired. He's always watching over us and caring for us. He rested because he was finished creating the world.

Teacher 2: And just as God worked for six days then rested for one day, he made a pattern for us to be good workers each week but also to have a time of rest.

Teacher 1: God is awesome! Let's sing about God and the world he created. Everybody stand up!



Song 2: He's Got the Whole World in His Hands

CHORUS

He's got the whole world in his hands
(Make a circle with arms, then cup hands.)
He's got the whole world in his hands
(Repeat arms and hands.)
He's got the whole world in his hands
(Repeat arms and hands.)
He's got the whole world in his hands
(Repeat arms and hands.)

VERSE 1

He's got all of the birds (flap arms)
in his hands
He's got all the pteranodons (flap arms)
in his hands
He's got all the flying creatures (flap arms)
in his hands
He's got the whole world in his hands
(Repeat arms and hands.)

VERSE 2

He's got all of the fish (pucker lips)
in his hands
He's got all of the dolphins (jump up)
in his hands

He's got all the swimming creatures (swim motion) in his hands

He's got the whole world in his hands
(Repeat arms and hands.)

VERSE 3

He's got all of the dogs (ruff, ruff) in his hands
He's got all of the cats (meow) in his hands
He's got all the land animals (ruff, meow)
in his hands
He's got the whole world in his hands
(Repeat arms and hands.)

VERSE 4

He's got all of the ladies (sing high)
in his hands
He's got all of the men (sing low)
in his hands
He's got all of the children (sing normal)
in his hands
He's got the whole world in his hands
(Repeat arms and hands.)

Repeat Chorus

◆ Day 1 Animal Pal Poster

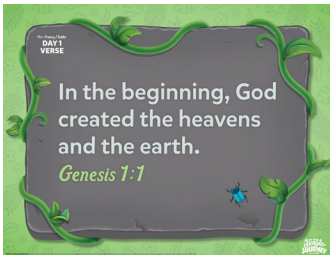
- ☐ Optional: 7 C's Maps, 1 per child

🛒 Purchase the 7 C's Maps (12-1-078) from AnswersVBS.com.



◆ Theme Memory Verse Poster ◆ Day 1 Memory Verse Poster

- ☐ Optional: Memory Verse music
- ☐ Device to play song



🛒 Supplies for this section are not included in the supply list on the back cover since they will vary depending on the activities you choose.

- ☐ Optional: Student Guides, 1 per person
- ☐ Materials for "Go and Do" activities you choose to do in class

Apply It!

Part 1: Daily Review

Take a of couple minutes to summarize the lesson today using the **DAY 1 ANIMAL PAL POSTER** and any or all of the questions below.

Let's take a look at our poster and talk about what we learned today. Our animal pal is a parrot. What color is our parrot? Green. What does green remind us of? The beautiful world God created. What's our parrot's name? Eden. That's the same name as the garden where God placed the first people, Adam and Eve. What kinds of things did God make? Answers will vary.

Continue reviewing with the following questions, and have the kids flap their arms like a parrot's wings if the answer is yes and stay still like a perching parrot if the answer is no.

1. Did God make the world? (Yes—flap like a parrot.)
2. God is good. Did he make everything good? (Yes—flap like a parrot.)
3. Did God use crayons and paper and paint to create everything? (No—stay still.) God is so powerful, he just had to speak to make everything.
4. Did God rest because he was tired? (No—stay still.) God rested because he was finished creating.
5. Should we praise God for the beautiful things he made? (Yes—flap like a parrot.)

Pass out the maps, if available, and add today's sticker. Don't put names on them until the last day (if at all). Since they are all the same, it makes it faster to pass them out without names.

Part 2: Memory Verse

Today's Verse: In the beginning, God created the heavens and the earth. Genesis 1:1

Try the following challenge, using the **THEME MEMORY VERSE POSTER** and the **DAY 1 MEMORY VERSE POSTER** as references as well as the Memory Verse music if you have it.

Challenge: Pretend you're a rainforest plant that's growing and growing as you say each verse. Crouch down low and say the verse in a whisper. Grow little by little with every time you say it, getting louder and louder, until standing tall with arms raised.

Part 3: Go and Do

In the remaining time, complete one or more of the following ideas in class. These are also on the Toddler Student Guides and can be done at home if you run out of time.

1. Go on a walk and find at least ten things God made. Praise him for them! Now see if you can remember what God made on each day of creation. You can check Genesis 1 in your Bible if you need help.
2. Use your senses to praise our Creator God. First, with an adult, taste some food and praise God (thank him) for it. Go outside and use your eyes to see something God has made. Smell something good, listen for something, and touch something God has made. Praise God for each thing.
3. Pray and tell God what an amazing, good Creator he is! Thank him for something he has created.
4. With someone's help, check AnswersVBS.com/junglekids for more fun information!

Ask yourself this question: Do I remember to thank God when I enjoy his beautiful creation?

DAY 2

CORRUPTION & CATASTROPHE

BIBLE PASSAGES

All Sin
Genesis 3, Genesis 6–9

LESSON FOCUS

Next stops are **Corruption** and **Catastrophe**, as sin enters the picture and affects everyone.

APOLOGETICS CONTENT

Examining the reality of a global flood

MEMORY VERSE

There is none who does good, not even one.
Psalm 14:3

COLORS

Dark and Blue

ANIMAL PAL

Tox the Poison Dart Frog

Today's Exploration Stations

- Discovery Center: Missing Fruit
- Wet Touch Table: Toy Boats
- Dry Touch Table: All Things Dark and Blue
- Dramatic Play: 7 C's Explorers
- Coloring Corner: Psalm 14:3

Today's Lesson at a Glance

INTRODUCE IT!

- Dark Places

TEACH IT!

- Part 1: What's in the Sack?
- Song 1: "The 7 C's"
- Part 2: Puppet Pal—Water, Water Everywhere
- Song 2: "The Lord Said to Noah"

APPLY IT!

- Part 1: Daily Review
- Part 2: Memory Verse
- Part 3: Go and Do

Preparing for the Lesson

- Read Genesis 3 and Genesis 6–9 several times.
- Read this lesson several times and prepare the materials.
- For more information on Noah's ark, the flood, fossils, and rock layers, see Answers VBS.com/junglefaq.
- Pray.

Devotion 2: God Is Our Righteous Judge

The Rock, his work is perfect, for all his ways are justice. A God of faithfulness and without iniquity, just and upright is he. Deuteronomy 32:4

After every tragedy, the media abounds with reports of people asking, “If there is a good and loving God, why is there so much pain and suffering in the world?” Have you ever asked this question or heard this question asked?

As the infinitely good God, the Creator fashioned a world that manifested his goodness according to his pleasure and for his glory. He established rules for his creation to follow. The standard to which he held his creation is himself: absolute goodness. With one bite of fruit, Adam fell short of that standard. With every act of disobedience, we too fall short of his standard.

Because God is absolutely pure and holy, untouched by sin, he cannot partake in sin nor approve of it in others. He established a penalty for falling short of his standard: death. The goodness and holiness of God demands that he judge sin. As the righteous judge, he had no choice but to carry out the punishment that he had set for breaking his rules.

He imposed a sentence from which we have no means of escaping on our own. We can’t get away from our punishment for sin—death, eternal separation from our Creator.

When a murderer is given a sentence for his crime, do we blame the judge who sentenced him? The answer to the age-old question, “Why?” lies not at the feet of the Creator but in the bite of a fruit by man.

As you share with the children today about the second and third C’s in our journey through time—the corruption that entered the universe after Adam sinned and the

catastrophe that resulted from God’s judgment on sin—be careful to emphasize that the mess we find ourselves in is not the fault of our good and loving Creator. This helps children answer the “why” question when they encounter a tragedy. In general, this is the result of living in a cursed world, which is the deserved punishment for sin. We need to also continually point them toward the great gift that the Creator has for us (salvation through Jesus Christ), which we’ll talk more about later.

Read Psalm 89:14 and think about the words of this Puritan prayer.

Thou Maker and Sustainer of all things,
Day and night are thine,
heaven and earth declare thy glory;
But I, a creature of thy power and bounty, have sinned
against thee
by resisting the dictates of conscience,
the demands of thy law,
the calls of thy gospel;
yet I live under the dispensation of a given hope.
Deliver me from worldly dispositions,
for I am born from above and bound for glory.
May I view and long after holiness
as the beauty and dignity of the soul.

—Arthur Bennett, *The Valley of Vision*
(Carlisle, PA: The Banner of Truth Trust, 2005), 139.

Exploration Stations

See page 13 for setup and decorating instructions for each station, as well as ideas for additional stations.

Discovery Center: Missing Fruit

MATERIALS

- 8–10 different pieces of plastic fruit
- Tray
- Towel

PREP

Put the different pieces of fruit on the tray.

DIRECTIONS

Instruct the kids to look at the fruit carefully for a few seconds. Then cover the tray. Remove a piece of fruit without allowing them to see which fruit was taken. Take the towel off. Students must figure out which piece is missing. Continue to do so as time allows.

TEACHING TIE-IN

There was a piece of fruit missing in the garden of Eden. Who ate it? Adam and Eve. Right! Adam and Eve ate from the special tree, even though God told them not to. They didn't obey. Sin is when we don't obey God. It's important to love and obey God!

Wet Touch Table: Toy Boats

MATERIALS

- Touch table with tarp underneath
- Water
- Extras: plastic boats and small plastic animals that fit on the boats, including dinosaurs (may be available at dollar stores)

PREP

Partially fill the touch table with water. Add the extras.

DIRECTIONS

Students will play in the water with the animals, dinosaurs, and boats.

TEACHING TIE-IN

The things people were doing got so bad that God had to punish their sin. He sent a flood that covered the whole world. But God told Noah to build a ship called an ark for those who wanted to be saved from the flood. Only Noah and his family got on the ark. If you were there, do you think you would have obeyed God and gotten on the ark? Take responses.

Dry Touch Table: All Things Dark and Blue

MATERIALS

- Day 2 Animal Pal Poster
- Touch table with tarp underneath
- Generic or blue and/or dark-colored filler (e.g., crinkle shred or Easter grass)
- Extras: lots of safe dark items and blue items, such as pails, shovels, cups, plastic animals, flowers, play foods, play cars, etc.

PREP

Place the filler in the table, then add the extras.

DIRECTIONS

Students play with the items.

TEACHING TIE-IN

What two colors do you see in the table? A dark color and blue. What color reminds you of water? Blue. Can you think of some blue things God made? Allow answers. Show the DAY 2 ANIMAL PAL POSTER. Who made the blue poison dart frog, like Tox, our animal pal? God. What two colors does Tox have on him? Dark and blue. These two colors remind us of the corruption of sin in the world and the flood catastrophe when God punished sin.

Dramatic Play: 7 C's Explorers

MATERIALS

- Day 1 dramatic play materials
- Stuffed or plastic animals so some are in pairs

PREP

Add in the pairs of animals.

DIRECTIONS

Have the kids match up pairs of animals.

TEACHING TIE-IN

When Noah finished building the ark, God sent the animals to the ark so they could get on board. Noah didn't have to go out and catch them. There were two of each kind of animal, a girl and a boy. Let's see if you can find two of the same kind of animal!

Coloring Corner: Psalm 14:3

See directions for Day 1, but use the Day 2 Memory Verse Coloring Sheet.

◆ 7 C's Creation Poster (from Day 1)

- Bible
- Jungle costumes for teachers
- Mounting putty or tape
- 2 flashlights

◆ 7 C's Corruption Poster

- ★ 5 sacks (not see-through), numbered and each holding one item or picture of the item: globe, tropical fruit, snake, same kind of fruit with a bite out of it, and **Corruption Pattern**
- Backpack or suitcase to hold the sacks



Introduce It!

Dark Places (5 minutes)

Teacher 1: Welcome back! Come on in and get in our “boat.” *Do so.* Yesterday, we cruised up the river into the jungle and stopped at our first place in time—Creation. *Point to the 7 C'S CREATION POSTER.* Creation was a beautiful, happy place.

Teacher 2: Today, we'll visit two places, but they're both in dark parts of the jungle. *Pretend to cruise to the next stop.*

Teacher 1: We're at our first dark place! Let's get our flashlights out so we can see. *Take out your flashlight and shine it around the area.* It's dark in the jungle because there are so many tall trees and leaves; the sun can't shine all the way down to the ground. *Pretend to get out of the boat and go into the jungle to be seated.*

Teacher 2: *Shivering, looking around.* All this darkness reminds me of what we'll learn from the Bible today. Our first color today is dark, which reminds us of the dark time when something happened right after creation—and it was bad!

Teach It!

Part 1: What's in the Sack? (10 minutes)

Prep: For this activity, place each item or picture in a sack that's not see-through. Number each sack and place them in the backpack or suitcase. Teacher 2 will take out each sack and open it or choose a student to open it at the proper time during the lesson.

Teacher 1: Open your Bible and refer to it as you continue. This terrible thing that happened is the second C of history—Corruption. Let's say, “Corruption” together. *Do so.* Show the 7 C'S CORRUPTION POSTER. Corruption means changed from good to bad. I'm going to tell you about this corruption while we play “What's in the Sack?”

Teacher 2: Yay! I like games. Here's the first sack! *Hold up Sack 1—globe.* Pull out the globe or choose a child to help you. It's a globe, like the world. That reminds us of the perfect world God made at creation.

Teacher 1: Right. Yesterday, we learned that God made everything, including light, sky, plants, the sun and moon, animals, and the first two people.

Teacher 2: They were Adam and Eve. And they lived in the garden of Eden.

Teacher 1: And the Bible says the world was all very good. Then God gave Adam a rule he needed to follow. God said that Adam and Eve could eat fruit from any tree in the garden—except for one special tree.

Teacher 2: Open Sack 2 or have a child do so—a piece of tropical fruit. If Adam didn't obey God and ate the fruit from that one tree, he would be punished and die someday.

Teacher 1: Then the devil used a snake to get Adam and Eve to disobey God's rule.

Teacher 2: Open Sack 3 or have a child do so—a snake. *(Act startled.)* Ooh! Yikes!

Teacher 1: The snake lied to Eve, and she listened to him. Then Eve ate the fruit God said *not* to eat! And Adam ate some too. This was a sad day.

Teacher 2: Open Sack 4 or have a child do so—a piece of the same kind of fruit with a bite taken out of it. Adam and Eve didn't listen to God, and they didn't do what he said.

Teacher 1: When they ate that fruit, something really bad happened. They sinned. Sin is when we don't obey God.

Teacher 2: So now the world isn't perfect anymore. Now there is good *and* bad in it.

Teacher 1: We all live with sin and do bad things. Like when we hit someone or throw a fit—that's sin.

Teacher 2: Bad stuff happens because of sin. People get sick or sad or scared. And it all started when Adam and Eve didn't obey God. Open Sack 5 or have a child do so—**CORRUPTION PATTERN**.

Teacher 1: Our second C is Corruption. It means to change something from good to bad. The beautiful world God created changed from being all good to having bad in it.

Teacher 2: Refer to the **7 C'S CREATION POSTER** and **CORRUPTION POSTER**. We've learned about two C's now, Creation and Corruption. We'll be learning about all 7 C's. Let's sing a song about them while we ride in our boat to the next stop. Lead the kids in the song as you pretend to ride in the boat and move to the puppet stage.

Song 1: The 7 C's

Sing to the tune of "When the Saints Go Marching In." Note: When making the big C letter with your arms on verse 2, make it backwards so it will look right to the kids who are facing you.

VERSE 1

Crea-a-tion (Make a circle with arms.)
Corrup-up-tion (Rub eyes as if crying.)
Catastrophe, Confu-u-sion (Wave motion, then point to head, look confused.)
Oh-h, Christ and the Cross (Rock a baby, then make a cross with arms.)
Consumma-a-a-tion
(Pulse arms up, building excitement, then jump on the last syllable.)

VERSE 2

These are the C's (Make a C with arms.)
The 7 C's (Hold up 7 fingers, then make a C with arms.)
The 7 C's of History
(Repeat 7 fingers, then C.)
They go from good to sad and bad
(Smile, then frown.)
But it ends up back to glad
(Smile, then clap-clap.)

Repeat Verse 1

- ★ "The 7 C's" song
- ★ "The Lord Said to Noah" song
- MP3 download or *Simple Songs* CD (12-0-141)
- Device to play music

🌸 If there are songs the kids really like, feel free to just keep singing those instead of adding more.

Part 2: Puppet Pal—Water, Water Everywhere (5 minutes)

Prep: Tape one **SCRIPT** inside the puppet stage and attach the other to a clipboard for reference. Cut apart the **FLOOD POSTERS** and stack them in order. Make a mini poncho out of a trash bag, and put it on the puppet backwards so the face is covered.

Teacher: Here we are at our next stop—the C called Catastrophe. Show the **7 C'S CATASTROPHE POSTER**. A catastrophe is something terrible that happens. The Bible says that sin got so bad that God sent a big flood of water to punish sin on the earth. That's why our second color for today is blue—to remind us of water.

Puppet: Stay hidden. Speak in a muffled voice. Help! Help!

Teacher: Kids, did you hear something? Where's that coming from? Walk to where JJ will be appearing, and look down inside. Oh, my! It's Jungle Jimmy! And he's looking very, uh, waterproof today. Come up here where we can see you better, JJ!

Puppet: Appear with the poncho on backwards. Help! Somebody turned the lights out!

Teacher: Turn the poncho around so he can see. Is that better?

Puppet: Yes, thank you!

Teacher: Why are you wearing a rain poncho?

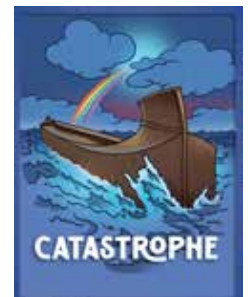
Puppet: I heard you were going to talk about a great big flood of water, so I thought I better get ready!

Teacher: You're right. My favorite book, the Bible, tells us all about it.

Puppet: I love the Bible! It's the best book in the whole wide world because it's written by God! Everything it says is true.

Teacher: We just learned from the Bible about a really bad time called Corruption when sin came into the world.

- ◆ 7 C's Catastrophe Poster
- ◆ Flood Posters: Ark Dimensions Poster, Animals Coming Poster, Dinosaurs Poster, Water Everywhere Poster, Ark and Rainbow Poster
- ★ 2 copies of **Day 2 Puppet Script**
- Boy or girl puppet and clipboard
- Mini rain poncho from a trash bag
- Items to throw from the puppet area



Puppet: You mean when Adam and Eve listened to the snake and disobeyed God?

Teacher: Yep. Refer to your Bible. Well, many years went by, and the Bible says all the people on earth were doing bad things (sinning) all the time. All except a man named Noah. He was the only one who wanted to obey God.

Puppet: That must have made God sad that nobody else wanted to obey him.

Teacher: It did make God sad. He had to punish their sin, so he sent a really, really big flood of water that covered the whole earth.

Puppet: Yikes! How did anyone stay alive? Did they hold onto a tree or something?

Teacher: No. The only people who lived were Noah and his family. Everyone else died.

Puppet: Did Noah have a boat or something?

Teacher: God told Noah to build a huge ship. It was called an ark. Hold up and explain the **ARK DIMENSIONS POSTER**. It was large enough to hold Noah and his family and the animals. Let's pretend we're building that ship. Do so.

Puppet: I wish everyone else had obeyed God.

Teacher: I do, too. God loves us and wants us to obey him, just like he wanted those people to obey. When we obey God by doing what he says, it shows that we love him.

Puppet: But wait a minute! What about the animals? Did they get on the ark?

Teacher: Hold up/put up the **ANIMALS COMING POSTER**. Yes. God sent some of the animals to get on the ark.

Puppet: What about dinosaurs? Weren't they too big to get on the ark?

Teacher: Hold up/put up the **DINOSAURS POSTER**. You think this happened? Nope. God probably sent young dinosaurs, so they weren't too big yet. And only two of each kind of animal needed to come. So they all fit just fine.

Puppet: Then the flood started, right?

Teacher 1: Once all the animals and Noah's family were on board, God shut the door, and the flood began. Let's pretend to shut the door, everyone. Do so. Water gushed up from cracks in the earth and water rained down from the sky. Hold up/put up **WATER EVERYWHERE POSTER**.

Puppet: Bloosh! Goosh!

Teacher: Volcanoes were erupting, earthquakes were shaking, and everything was going crazy. Let's pretend there's a big storm! Do so, using the rainstorm directions on p. 6.

Puppet: Flash! Boom! Bang!

Teacher: The water got higher and higher. When the rain stopped, Noah waited for all the water to go away. Finally, it was time to get off the ark.

Puppet: Disappear.

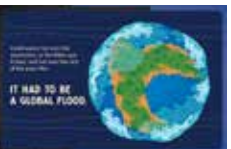
Teacher: Umm, JJ, where did you go? Peer around his area to try to see him. Pretend to see him hiding. Kids still can't see him. Oh, there you are! What's going on in there?

Puppet: Throw small items out from the puppet area and onto the ground. Well, all this talk about a flood has me worried. I'm trying to find my floaties in case God sends another flood!

Teacher: You don't need your floaties. God promised he would never flood the whole world again.

Puppet: Come back out. Wow! I'm glad to hear that!

Teacher: And God never breaks a promise. Show **ARK AND RAINBOW POSTER**. He even put a rainbow in the sky as a sign of his promise.



Puppet: That's cool! So next time I see a rainbow, I can remember that God is a promise keeper. Hey kids, before I go, will you sing a song about Noah with me? Have the puppet dance and sing with the kids as the teacher leads the motions. Sing as many verses as time permits.

Song 2: The Lord Said to Noah

VERSE 1

The Lord said to Noah (Point up, then out.)
There's gonna be a floody, floody
(Move hands like waves.)
Lord said to Noah (Point up, then out.)
There's gonna be a floody, floody
(Move hands like waves.)
There will be enormous (clap once)
muddy, muddy
Children of the Lord
(Wave hands over head, then point up.)

CHORUS

So, rise and shine and give God the glory,
glory (Lift hands from waist to over head,
wiggle fingers.)
Rise and shine and give God the glory, glory
(Lift hands, wiggle fingers.)
Rise and shine and (clap once)
give God the glory, glory
Children of the Lord
(Wave hands over head, then point up.)

VERSE 2

The Lord said to Noah (Point up, then out.)
To build an arky, arky (Pound a hammer.)
Lord said to Noah (Point up, then out.)
To build an arky, arky (Pound a hammer.)
Build it out of (clap once)
gopher barky barky
Children of the Lord
(Wave hands over head, then point up.)
Repeat Chorus

VERSE 3

The animals, they came on board (Hop.)
Two by twosies, twosies
(Hold up two fingers.)
Animals, they came on board (Hop.)
Two by twosies, twosies
(Hold up two fingers.)
Elephants and (clap once)
dinosauries, sauries

Teacher: Great job! Now it's time to say, "See ya, JJJ!" Have kids repeat.

Puppet: See ya! Exit.

Children of the Lord

(Wave hands over head, then point up.)
Repeat Chorus

VERSE 4

It rained and poured
(Move arms up and down, wiggle fingers.)
For forty daysies, daysies
(Extend and flex ten fingers four times.)
Rained and poured
(Move arms up and down, wiggle fingers.)
For forty daysies, daysies
(Extend and flex ten fingers four times.)
No sun shone, it (clap once)
sure was crazy, crazy
Children of the Lord
(Wave hands over head, then point up.)
Repeat Chorus

VERSE 5

They stayed on the arky
(Rock back and forth.)
For lots more long daysies, daysies
(Stretch arms out long.)
Stayed on the arky (Rock back and forth.)
For lots more long daysies, daysies
(Stretch arms out long.)
Finally left and (clap once)
gave God praisies, praisies
Children of the Lord
(Wave hands over head, then point up.)
Repeat Chorus

VERSE 6

So Noah obeyed and (Stand up straight.)
Did all God commanded, manded
(Put hands to mouth.)
So Noah obeyed and (Stand up straight.)
Did all God commanded, manded
(Put hands to mouth.)
God took care of (clap once) Noah and
family, family
Children of the Lord
(Wave hands over head, then point up.)



DAY 3

CONFUSION

BIBLE PASSAGE

All in Confusion
Genesis 11

LESSON FOCUS

The fourth C—**Confusion**—checks out the world-altering events that began at the tower of Babel.

APOLOGETICS CONTENT

Examining where the people groups came from

MEMORY VERSE

Babel . . . there the LORD confused the language of all the earth. Genesis 11:9

COLOR

Gray

ANIMAL PAL

Scatter the Silverback Gorilla

Today's Exploration Stations

- Discovery Center: Play Dough Tower
- Wet Touch Table: Tall Towers
- Dry Touch Table: All Things Gray
- Dramatic Play: 7 C's Explorers
- Coloring Corner: Genesis 11:9

Today's Lesson at a Glance

INTRODUCE IT!

- Build the Tower
- Song 1: "Do Right"

TEACH IT!

- Part 1: Puppet Pal—Babel Rabble
- Song 2: "Jesus Loves the Little Children"

APPLY IT!

- Part 1: Daily Review
- Part 2: Memory Verse
- Part 3: Go and Do

Preparing for the Lesson

- Read Genesis 10–11 several times.
- Read this lesson several times and prepare the materials.
- For more information on the origin of the people groups, see AnswersVBS.com/junglefaq.
- Pray.

Devotion 3: God Is the Infinite Sustainer

And he made from one man every nation of mankind to live on all the face of the earth, having determined allotted periods and the boundaries of their dwelling place, that they should seek God, and perhaps feel their way toward him and find him. Yet he is actually not far from each one of us. Acts 17:26–27

Imagine if our entire world spoke the same language. Even with our English-speaking world of over 300 million people, what have we accomplished?

It's easy to pat ourselves on our backs about how much we have done. This attitude is perhaps best demonstrated at NASA. A tour of the Kennedy Space Center in Florida, USA, provides a glimpse at the massive machines and impressive technology NASA scientists have produced. During one segment of the tour, a narrator intones that with man “nothing is impossible.” Another narrator, an astronaut, affirms this attitude, “Whatever we can conceive, we can achieve.”

Do such arrogant statements shock you?

If you're familiar with today's lesson, they shouldn't. Read Genesis 11:4–6.

At the time of the tower of Babel, people arrogantly thought they could achieve whatever they wanted. However, God judged their rebellion by bringing a multiplicity of languages, causing them to scatter over the earth.

Why does mankind today have this same philosophy: “And nothing that they propose to do will now be impossible for them” (Genesis 11:6)?

Ever since the temptation in the garden of Eden, when Satan said Eve would be like God, knowing good and evil (Genesis 3:5), mankind has been in rebellion against God, trying to be god. The first judgment was the entrance of death into the world. Later, God judged mankind's rebellion with a watery catastrophe. And in today's lesson, we find a judgment that included a confusion of mankind's one common language into many languages.

So, what should our attitude be? Read Acts 17:24–31. These verses show that God is the Infinite Sustainer of all things—apart from him, we can do nothing. He gives us life, breath, and everything else. In him, we live and move and have our being.

Today, let's look for opportunities to show the children the importance of walking humbly before the Infinite Sustainer, recognizing our continual need for him. We need to carefully reflect any glory that might come our way to God, and teach our children to do the same.

Read Colossians 1:15–17 and think about this Puritan prayer.

O God All-Sufficient,
Thou hast made and upholdest all things by the word
of thy power;
darkness is thy pavilion,
thou walkest on the wings of the wind;
all nations are nothing before thee;
one generation succeeds another,
and we hasten back to the dust;
the heavens we behold will vanish away
like the clouds that cover them,
the earth we tread on will dissolve as a morning dream;
But thou, unchangeable and incorruptible,
art for ever and ever,
God over all, blessed eternally.
Infinitely great and glorious art thou.
We are thy offspring and thy care.
Thy hands have made and fashioned us.
Thou hast watched over us with more than
parental love,
more than maternal tenderness.
Thou hast holden our soul in life,
and not suffered our feet to be moved.
Thy divine power has given us all things
necessary for life and godliness.
Let us bless thee at all times and forget not how
thou hast
forgiven our iniquities,
healed our diseases,
redeemed our lives from destruction,
crowned us with lovingkindness and
tender mercies,
satisfied our mouths with good things,
renewed our youth like the eagle's.
May thy Holy Scriptures
govern every part of our lives,
and regulate the discharge of all our duties,
so that we may adorn thy doctrine in all things.

—Arthur Bennett, *The Valley of Vision*
(Carlisle, PA: The Banner of Truth Trust, 2005), 211.

Exploration Stations

See page 13 for setup and decorating instructions for each station, as well as ideas for additional stations.

Discovery Center: Play Dough Tower

MATERIALS

- Homemade or store-bought play dough

PREP

Purchase or make play dough. (See recipe on page 13.)

DIRECTIONS

Demonstrate how to roll balls of play dough and stack them on top of and next to each other to build a tower. Work individually or as a group to build a tall tower.

TEACHING TIE-IN

Sometimes we think people who lived long ago weren't very smart. But they were just as smart—or maybe even smarter—than we are today. For instance, Noah built a ship called an ark, and the people at Babel began building a skyscraper tower!

Wet Touch Table: Tall Towers

MATERIALS

- Touch table with tarp underneath
- Water and ice cubes
- Plastic blocks

PREP

Partially fill the touch table with water and some ice cubes, then add the blocks.

DIRECTIONS

Build towers with the blocks.

TEACHING TIE-IN

The Bible lesson today is about some people who didn't listen to God. He gave them instructions and they didn't obey. They thought they didn't need to listen to God's words, but everybody needs to listen to what God says in the Bible!

Dry Touch Table: All Things Gray

MATERIALS

- [Day 3 Animal Pal Poster](#)
- Touch table with tarp underneath
- Generic filler (e.g., crinkle shred or Easter grass) or gray/silver filler such as Christmas tinsel or garland
- Extras: lots of safe gray and silver items, such as pails and shovels, cups, plastic animals, rocks and gems, play cars

PREP

Put the filler in the table, then add the extras.

DIRECTIONS

Students play with the gray/silver items.

TEACHING TIE-IN

What color are the things in the table? *Gray/silver.* What's our color of the day? *Gray.* What color is our animal pal, Scatter the silverback gorilla? *Silver/gray.* Show the **DAY 3 ANIMAL PAL POSTER**. Who made gorillas? *God.* The color gray reminds us of the fourth C—Confusion.

Dramatic Play: 7 C's Explorers

MATERIALS

- Materials from Days 1 and 2
- Dolls in different skin shades

PREP

Add in the dolls.

DIRECTIONS

Dress up and pretend to be traveling in the jungle.

TEACHING TIE-IN

There are jungles all over the world. People live in them and visit them, so let's take our dolls with us today to the jungle. Before the confusion at the tower of Babel, people lived together in one place. But God scattered them, and now people live all over the world—including jungles! And we ended up with different skin shades. But remember—we're all one big family! Treat each other with kindness.

Coloring Corner: Genesis 11:9

See directions for Day 1, but use the [Day 3 Memory Verse Coloring Sheet](#).

- ◆ 7 C's Posters—first three
- ◆ 7 C's Confusion Poster
- Bible
- Jungle costumes for teachers
- Mounting putty or tape
- Shoeboxes (ten or more)

Introduce It!

Build the Tower (10 minutes)

Prep: Place the shoeboxes around the room. Bookmark your Bible at Genesis 11.

Teacher 1: Welcome back, travelers! Let's get in the "boat." Do so. Can you remember the three C's we've learned so far and what colors go with them? Review with the first three **7 C'S POSTERS—CREATION** (green), **CORRUPTION** (dark), and **CATASTROPHE** (blue).

Teacher 2: Our color today is gray. When we say something is kind of gray, that means it's mixed-up or confusing.

Teacher 1: Today we'll ride in our boat to the next place where things got confusing. Let's go! Pretend to take a boat ride.

Teacher 2: We're here! Do you see all the boxes around the room? Let's take turns bringing one at a time to me, and we'll see how tall a tower we can build. Have kids retrieve the boxes and build the tower. Depending on how high it gets, kids may need your help placing boxes on the stack. If it doesn't fall while you build it, you may choose to leave it standing until the end of the lesson, then let the kids help you knock it down.

Teacher 1: Open your Bible and refer to it as you continue. The Bible tells about some people who were building a tall tower.

Teacher 2: Was it made out of boxes like our tower?

Teacher 1: No. This was a real tower built with bricks. But there was a problem. The people weren't obeying God.

Teacher 2: Hey, kids! What word did we learn that means not obeying God? Sin.

Teacher 1: That's right. Whenever we don't do what God says, it's sin. God told the people to spread out around the world and live in different places. But they wanted to stay where they were and build a tower and a city.

Teacher 2: They were *disobeying* God, not obeying.

Teacher 1: So God sent some confusion. That's our next C. Show the **7 C'S CONFUSION POSTER**. Let's say, "Confusion" together. Do so.

Teacher 2: What does confusion mean?

Teacher 1: It means things get mixed up. And God mixed up the people's language.

Teacher 2: Huh? What's a language?

Teacher 1: A language is the kind of words we use to talk to each other. I'm speaking in our language, and you all know what I'm saying.

Teacher 2: But people all over the world speak with different words. Does that mean they have different languages?

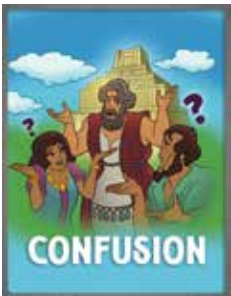
Teacher 1: Yep! Some people speak English, some speak Spanish or French or German or Japanese or—

Teacher 2: Okay! I get it. It's like when I visit my friend from Mexico. She says, "Hola," and I say, "Hello."

Teacher 1: You're both saying hi to each other, but in different languages.

Teacher 2: Languages are really interesting. But it's sad that God had to confuse the language because the people didn't want to obey.

Teacher 1: Yes, we should always obey God and do what's right. Hey! That reminds me of a fun song called "Do Right." Sing it with us, kids.



Song 1: Do Right

Sing to the tune of “Allelu, Allelu, Allelu, Alleluia.” Before you begin, divide the class into two sides.

Do right, do right, do right, do right
(Side one stands and sings; side two sits.)

Obey the Lord
(Side two stands and sings; side one sits.)

Do right, do right, do right, do right
(Side one up.)

Obey the Lord (Side two up.)

Obey the Lord (Side two stays up.)

Do right (Side one up.)

Obey the Lord (Side two up.)

Do right (Side one up.)

Obey the Lord (Side two up.)

Do right (Side one up.)

Obey the Lord (Everyone up, sing together.)

Teacher 2: Prepare for the puppet play.

Teacher 1: That was fun! Hmm. I wonder if Jungle Jimmy knows about different languages and where they came from. Let’s go find out. Move to puppet stage, looking for Jimmy.

- ★ “Do Right” song
- ★ “Jesus Loves the Little Children” song
- MP3 download or *Simple Songs* CD (12-0-141)
- Device to play music

Teach It!

Part 1: Puppet Pal—Babel Rabble (5 minutes)

Prep: Tape one **SCRIPT** inside the puppet stage and attach the other to a clipboard for reference.

Teacher: Kids, help me call for Jungle Jimmy. Do so. Hello? JJ? Are you in there? Hello?

Puppet: Come up saying hello in other languages. Hola! Guten tag! Shalom!

Teacher: JJ, what are you babbling about?

Puppet: Oh, I’m just saying hello in other languages. Let me teach you all how to say hello in French. Can you say, “Bonjour”?

Teacher and Kids: Bonjour.

Puppet: Good job!

Teacher: Guess what, JJ? We were just talking about languages too. That’s what our Bible lesson is about today.

Puppet: Reeaaally?

Teacher: Yep! The time of confusion happened many years ago when God did something amazing.

Puppet: Oooh! . . . Did God make meatballs fall from the sky?

Teacher: Nope, but that would be amazing! It all happened when everybody spoke the same language.

Puppet: Everybody?

Teacher: Yes! That’s what the Bible says. Show your Bible. Every person used the same words, and they all lived in the same place, too. The trouble was that they didn’t want to listen to God.

Puppet: Uh-oh! That’s not good.

Teacher: They decided to build a city and a really tall tower that would reach way up high.

Puppet: Why’s that a bad idea? I love to go up high.

Teacher: It’s bad because God told them to move away from there and find new places to live all over the world. God wanted them to have families and fill the world with people.

Puppet: Let me guess, they stayed where they were and started building the tower instead.

- ★ 2 copies of **Day 3 Puppet Script**
- Boy or girl puppet and clipboard

Teacher: That's right. So one day, God surprised them and changed the way they talked. Suddenly, they couldn't understand each other anymore.

Puppet: Wow! That must have been crazy-confusing!

Teacher: Imagine what it would be like if you were talking to your friends, and they started saying strange words that you never heard before.

Puppet: That would be super confusing! Like if I suddenly start talking like this:
KEESHA-BOO-DUM-DEE-DUM-FEE-FO-FUM!

Teacher: What? I didn't understand anything you just said.

Puppet: Neither did I. Now I'm confused too.

Teacher: Anyway, God confused the language by making new languages. That's why that place was called Babel, which means "confusion."

Puppet: So what did the people do since they didn't know what each other was saying anymore?

Teacher: They packed up and moved away. The families left and scattered all over the world—just like God told them to do before.

Puppet: Hmm. Is that why we have so many different people groups and languages all over the world?

Teacher: Yes. The people at Babel didn't love God and obey him, so God scattered them. It's important to remember that our kind and good God wants us to do what he says because he knows what's best!

Puppet: We should love God and obey him. God sure loves us and all the people of the world! I know a song about that. Come on and sing it with me. *Have the puppet move and sing with the kids.*

 Gospel Opportunity

Song 2: Jesus Loves the Little Children

Jesus loves the little children
(Point up, then cross hands over heart.)
All the children of the world
(Make a circle with arms.)
Shades of brown from dark to light
(Randomly point around.)

All are precious in his sight (Hug yourself.)
Jesus loves the little children of the world
(Point up, then cross hands over heart.)
Repeat all

Puppet: I love to hear you all sing! But I better get going now. See you tomorrow! *Exit.*

Apply It!

Part 1: Daily Review

Share the **DAY 3 ANIMAL PAL POSTER** to summarize the teaching of the day.

Today's animal pal is a silverback gorilla. What color is he on his back? *Silver*. Another word for silver is gray. The color gray reminds us of something mixed up or confusing. What did God do when the people disobeyed him and started building the tower of Babel? *God confused their language*. This gorilla's name is Scatter. Do you remember what the people at the tower did after they all started speaking different languages? *They scattered all over the world.*

Continue reviewing with the following questions, and have the kids scratch under their arms (like a gorilla) if the answer is yes, and grunt ("ooh, ooh") if it is no.

1. Did the people at Babel try to build a tall tower? (Yes—scratch.)
2. Did God tell them to build a tower? (No—grunt.) He told them to move all over the world.
3. Did God confuse the people with new languages and scatter them? (Yes—scratch.)

◆ Day 3 Animal Pal Poster

☐ Optional: 7 C's Maps, 1 per child



★ Download from AnswersVBS.com/jungleresources.

◆ Find in your teacher kit.

4. Is this why different groups of people live in different places around the world and speak different languages? (Yes—scratch.)
5. Is it important to obey God? (Yes—scratch.)

Pass out the maps and add today's sticker.

Part 2: Memory Verse

Today's Verse: Babel . . . there the LORD confused the language of all the earth. Genesis 11:9

Try the challenge using the **DAY 3 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it.

Challenge: Use 12 boxes or other stackable items. Put one down and say the first word of the verse. Put another down and say the next word. See if you can stack all 12 and say the whole verse before your tower falls down.

Try the challenge again using the verses learned thus far in order.

Part 3: Go and Do

In the remaining time, complete one or more of the following ideas in class. These are also on the Toddler Student Guides and can be done at home if you run out of time.

1. The people all spoke the same language until God confused it by making different languages. Ask a grown-up to help you learn different ways people say "hello." (French: "bonjour" (bohnh-ZHOOR), Italian: "ciao" (chow), German: "guten tag" (GOO-ten tahk), Hawaiian: "aloha" (ah-LO-ha), Taiwanese: "li ho" (LEE-ho).
2. Have someone read Genesis 11:1–9 to you and talk about what happened at the tower of Babel.
3. Pray (talk to God) and ask him to help you obey him.
4. Check AnswersVBS.com/junglekids for more fun information!

Ask yourself this question: Do I want to obey God, or do I only do what I want, like the people did at the tower of Babel?

- ◆ [Theme Memory Verse Poster](#)
- ◆ [Day 3 Memory Verse Poster](#)

- Optional: Memory Verse music and player
- Optional: 12 boxes or other stackable items



- Optional: Student Guides
- Materials for "Go and Do" activities you choose to do in class



DAY 4

CHRIST & THE CROSS

BIBLE PASSAGES

Savior for **All** Who Believe
Various Scriptures

LESSON FOCUS

Christ and the **Cross** are the next stops as the gospel is presented today.

APOLOGETICS CONTENT

Examining the need for a Savior

MEMORY VERSE

But to all who believed, he gave the right to become children of God. John 1:12

COLORS

White and Red

ANIMAL PAL

Rose the Pink River Dolphin

Today's Exploration Stations

- Discovery Center: Holiday Happenings
- Wet Touch Table: Bible Truth Colors
- Dry Touch Table: All Things White and Red
- Dramatic Play: 7 C's Explorers
- Coloring Corner: John 1:12

Today's Lesson at a Glance

INTRODUCE IT!

- Christmas and Easter
- Song 1: "The 7 C's"

TEACH IT!

- Puppet Pal—Gospel Presentation
- Song 2: "Jesus Loves the Little Children"

APPLY IT!

- Part 1: Daily Review
- Part 2: Memory Verse
- Part 3: Go and Do

Preparing for the Lesson

- Read "Leading a Child to Christ," found on the inside back cover of this guide.
- Read this lesson several times and prepare the materials.
- For more information on Jesus' birth and resurrection, see AnswersVBS.com/junglefaq.
- Pray.

Devotion 4: God Is the Sovereign Savior

The earth is the LORD's and the fullness thereof, the world and those who dwell therein. Psalm 24:1

Fill in the following blanks.

1. ____ told Noah how to build the ark.
2. God provided all that ____ needed, including great wisdom.
3. God brought all the ____ to the ark at just the right time.
4. God provided a seaworthy, safe way for man and animals to ____.
5. God shut the ____ after Noah, his family, and the animals entered the ark.
6. God caused the ____ to cover the entire earth.
7. God directed Noah when to leave the ____.
8. God provided the ____ as a sign that he would never send another global flood.

Based on these statements, what attribute of God do you think we are focusing on today? *He is the sovereign Savior of the world.*

Although each of the questions in the quiz highlights God's sovereign salvation as seen in the account of the Genesis flood, let's focus specifically on number five.

In his instructions for building the ark, God told Noah to put a door in the side of the ark (Genesis 6:16). The ark had only one door to pass through to escape God's terrible judgment. By faith, Noah and his family entered the ark. Once they were all inside, the Lord shut them in (Genesis 7:16).

What is significant about God shutting the door of the ark? After God shut the door, the time of judgment was at hand. Only those who had gone through the doorway would be saved. No one else could enter. Noah and his family had to obey God's command to build and then enter the ark for salvation—but God commanded the construction of the ark as the means of saving Noah's family in this time of judgment.

The ark is a picture of salvation in Jesus Christ, our "ark" of salvation. Jesus said that he is the door of salvation (John 10:9).

The Bible makes it clear that we are dead in our sins (Ephesians 2:1). Nothing we can do can save us from our sin and its consequence of eternal separation from God. But the Bible also tells us that if we confess with our mouths the Lord Jesus and believe in our hearts that God has raised him from the dead, we will be saved (Romans 10:9). We are saved by grace through faith as a result of God's gift to us (Ephesians 2:8). Salvation is all due to God. Our responsibility is to go through the doorway (Jesus), and God will save us.

The next judgment will be by fire (2 Peter 3:5–12). God has provided salvation through the ark—his Son, Jesus Christ. Many are hearing the warning of the coming judgment, but who will enter through the God-given means of salvation—the death and resurrection of Jesus on our behalf? A time is coming when God will close this door. Are we ready?

Let's close this time by reading Acts 4:10–12 and thinking about this Puritan prayer.

Sovereign Lord,
Thy will is supreme in heaven and earth,
and all beings are creatures of thy power.
Thou art the Father of our spirits;
thy inspiration gives us understanding,
thy providence governs our lives.
But, O God, we are sinners in thy sight;
thou hast judged us so,
and if we deny it we make thee a liar.
Yet in Christ thou art reconciled to thy
rebellious subjects;
Give us the ear of faith to hear him,
the eye of faith to see him,
the hand of faith to receive him,
the appetite of faith to feed upon him;
that we might find in him light,
riches, honour, eternal life.

—Arthur Bennett, *The Valley of Vision*
(Carlisle, PA: The Banner of Truth Trust, 2005), 222.

Exploration Stations

See page 13 for setup and decorating instructions for each station, as well as ideas for additional stations.

Discovery Center: Holiday Happenings

MATERIALS

- Christmas and Easter Cards** or Christmas and Easter items
- Christmas basket and Easter basket

PREP

Either print and cut out sets of the **CHRISTMAS AND EASTER CARDS** or gather Christmas and Easter items, such as non-breakable ornaments, a star cookie cutter, nativity set pieces, a cross, plastic Easter egg, a stone, mini crown of thorns, etc. Place them randomly near the two baskets.

DIRECTIONS

Students will sort each of the 12 cards or items into the correct basket—either Christmas or Easter.

TEACHING TIE-IN

At Christmas time, we celebrate Jesus' birthday. Our C for this is Christ because Jesus Christ was born. Easter is when we celebrate how Jesus died on a cross for our sins, then came back to life! Our C for this is Cross.

Wet Touch Table: Bible Truth Colors

MATERIALS

- Touch table with tarp underneath
- Water
- Plastic balls or blocks in a dark color, red, white, and yellow
- Extras: tongs, scoops, cups, bowls

PREP

Partially fill the touch table with water. Place plastic balls or blocks into the water. Add the extras.

DIRECTIONS

Help children find the correct colors of balls or blocks as you direct them with the teaching tie-in.

TEACHING TIE-IN

The Bible tells us the truth about Jesus Christ, God's Son. He's the only one who can save us from our sins. Which color (balls or blocks) reminds us of our sins? **Dark color**. Which color reminds us of Jesus' blood when he died on the cross for our sins? **Red**. When we put our trust in Jesus, he washes our sins away. Which color looks nice and clean? **White**. When we believe in Jesus, we become part of God's family! Which color reminds us of heaven? **Yellow**.

Dry Touch Table: All Things White and Red

MATERIALS

- Day 4 Animal Pal Poster**
- Touch table with tarp underneath
- Generic filler or white and red crinkle shred or Easter grass
- Extras: lots of safe white and red items, such as pails, shovels, cups, plastic animals, flowers, play foods, play cars, etc.

PREP

Put the filler in the table, then add the extras.

DIRECTIONS

Students play with the items.

TEACHING TIE-IN

What two colors are you finding in the table? **White and red**. What color do we get if we mix red and white together? **Pink**. Show **DAY 4 ANIMAL PAL POSTER**. Who made our animal pal Rose, the pink river dolphin? **God**. I'm thankful God made these colors! Red and white remind us of Jesus Christ and the cross. Thank you, God, for sending Jesus to save sinners!

Dramatic Play: 7 C's Explorers

MATERIALS

- Days 1–3 dramatic play materials
- Roll paper or plastic tablecloth
- Inflatable or stuffed crocodiles or pictures

PREP

Tape down a piece of roll paper or plastic tablecloth to make a bridge. For more of a challenge, fold or cut the paper or tablecloth to make it narrower. Spread crocodiles around the bridge.

DIRECTIONS

Kids can use the "bridge" to get from one side to the other without falling in the "water" where the crocodiles are.

TEACHING TIE-IN

Can you make it across the river without falling in? Let's try! **Do so**. Sometimes we need help getting across. We can't get across the river without a bridge. Jesus is like our bridge to heaven. We can't get to heaven without him.

Coloring Corner: John 1:12

See directions for Day 1, but use the **Day 4 Memory Verse Coloring Sheet**.

Introduce It!

Christmas and Easter (5 minutes)

Prep: Set up a Christmas tree. Have an Easter basket available. Hide the Christmas ornaments and Easter eggs in separate areas of the room so they are still at least partially visible. Teacher 2 should have four of the **CUT OUT PATTERNS (BIBLE, HEART, CROSS, AND STONE)** folded in half, with the black line facing the teacher.

Teacher 1: Welcome back! Everyone get in the boat! Pretend to board the boat and talk about each C. You may even want to have them physically move to a different spot that has each C's color or poster.

Teacher 2: Point to each **7 C'S POSTER** and color as you review. Who remembers the first C we learned on our jungle boat ride? Creation.

Teacher 1: What color reminds us of Creation? Green. Who made all the plants and animals? God.

Teacher 2: Can you think of something else God made? Take responses. The Bible says everything God created was very good.

Teacher 1: The second C was Corruption. Adam and Eve disobeyed God and ate the fruit he said not to eat. What is it called when we disobey God? Sin.

Teacher 2: Sin brought bad things into the world. A dark color reminds us of this sad time of corruption.

Teacher 1: Our third C was Catastrophe. Sin got so bad that God sent a catastrophe. But God told Noah to build an ark.

Teacher 2: What is an ark? A ship. Noah and his family obeyed God and were safe on the ark. What color reminds us of the flood water that covered the whole world? Blue.

Teacher 1: Then we heard about Confusion. God told the people to move all over the world. But they disobeyed God and started building a tall tower instead.

Teacher 2: So God made them start talking differently. He confused their language. What color reminds us of this confusing time? Gray.

Teacher 1: We've learned from the Bible how Adam and Eve and all people disobey God. But guess what—people *still* have trouble obeying God.

Teacher 2: That reminds me; look at my neat trick. Having the paper folded and with the black line toward you, cut out the **BIBLE PATTERN** and show it. Ta-da!

Teacher 1: Nice! It looks like a Bible. Show real Bible. The Bible says we all sin and do bad things.

Teacher 2: Cut out the **HEART PATTERN** and show it. But God loves us very much, and he had a plan to help us with our sin problem. Our next two C's will tell us about God's plan.

Teacher 1: Let's stop the boat here. We're at the fifth C called Christ. This C is named after Jesus Christ. Refer to the **7 C'S CHRIST POSTER**.

Teacher 2: Jesus is God's Son. He never sinned, so the color white reminds us that he is perfect with no sin at all. God sent Jesus into the world many years ago as a baby. Let's pretend to rock a baby. Do so.

Teacher 1: Jesus was the most special baby ever born because Jesus is God! He came from heaven! And we celebrate his birthday at Christmas. Clap your hands if you like Christmas. Do so.

Teacher 2: Hey! Let's look around for some things that remind us of Christmas.

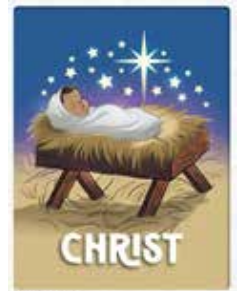
Teacher 1: When I say, "Merry Christmas!" each of you can go find *one* Christmas ornament and put it on our tree. Ready? "Merry Christmas!" Direct kids to the "Christmas" area to each find one ornament, then hang it on the tree.

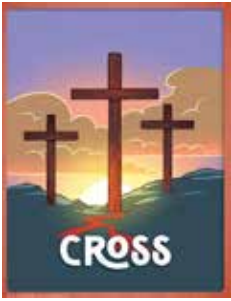
- ◆ 7 C's Posters from Days 1–3
- ◆ 7 C's Christ Poster
- ◆ 7 C's Cross Poster

★ 4 of the **Cut Out Patterns (Bible, heart, cross, and stone)**

- Bible
- Jungle costumes for teachers
- Mounting putty or tape
- Nonbreakable Christmas ornaments, 1 per child
- Plastic Easter eggs, 1 per child
- Christmas tree
- Easter basket
- Scissors

🌸 If you don't want to use real ornaments and a real tree, you can print your own paper versions and tape them on to a poster board tree.





Teacher 2: Now let's ride in our boat to our next stop, the C—Cross. Pretend to go for another short ride. Refer to the **7 C'S CROSS POSTER**. When Jesus was grown up, something sad happened.

Teacher 1: Remember, Jesus never sinned. He never did anything wrong. But some bad people hated him and didn't believe he is God.

Teacher 2: Cut out the **CROSS PATTERN** and show it. They nailed him to a cross. And Jesus died.

Teacher 1: That's why the color for the Cross C is red. It reminds us of Jesus' blood.

Teacher 2: Cut out the **STONE PATTERN** and show it. After Jesus died, his friends put his body in an empty tomb, like a cave, and rolled a big stone in front of it. Jesus' friends were so sad. Can you make a sad face? *Do so.*

Teacher 1: But something really exciting happened. Jesus came back to life. He rose again! Jesus is God, and he can do anything!

Teacher 2: Jesus is alive! And that's the happy news of Easter. Let me see your happy face. *Do so.*

Teacher 1: Now, when I say, "Happy Easter!" you may look for one Easter egg and bring it to the Easter basket. Ready? "Happy Easter!" Direct kids to the "Easter" area to each pick up one egg to place in the basket.

Teacher 2: We've learned five C's now! Let's sing about all of the 7 C's. During the song, move behind the puppet set while Teacher 1 finishes the song.

- ★ "The 7 C's" song
- ★ "Jesus Loves the Little Children" song

- MP3 download or *Simple Songs* CD (12-0-141)
- Device to play music

Song 1: The 7 C's

Sing to the tune of "When the Saints Go Marching In."

VERSE 1

Crea-a-tion (Make a circle with arms.)
 Corrup-up-tion (Rub eyes as if crying.)
 Catastrophe, Confu-u-sion (Wave motion, then point to head, look confused.)
 Oh-h, Christ and the Cross (Rock a baby, then make a cross with arms.)
 Consumma-a-a-tion
 (Pulse arms up, building excitement, then jump on the last syllable.)

VERSE 2

These are the C's (Make a C with arms.)
 The 7 C's (Hold up 7 fingers, then make a C with arms.)
 The 7 C's of History
 (Repeat 7 fingers, then C.)
 They go from good to sad and bad
 (Smile, then frown.)
 But it ends up back to glad
 (Smile, then clap-clap.)

Repeat Verse 1

Teach It!

Puppet Pal—Gospel Presentation (5 minutes)

Prep: Tape one **SCRIPT** inside the puppet stage and attach the other to a clipboard for reference. Tape the cookie to the puppet's hand. Bookmark John 1:12 in your Bible.

Teacher: Jesus did a great thing when he died and came back to life. Let's talk to JJ more about it. Help me call him. *Do so.*

Puppet: Enter holding a cookie.

Teacher: Hey, JJ, that cookie sure looks good!

Puppet: Yummo! Kids, give me a big smile if you like cookies. *Allow responses.* My mom said I could have one for my snack.

Teacher: That's nice. We were talking about how Jesus was born, but when he grew up, he died and then came back to life.

- ★ 2 copies of **Day 4 Puppet Script**

- Boy or girl puppet and clipboard
- Cardboard cookie for the puppet and tape

Puppet: Jump around excitedly. Ooh! I've heard about this before! It's the best news ever!

Teacher: Do you know why it's such good news?

Puppet: Umm. I think I forgot. I know it's why we celebrate Christmas and Easter. Kids, don't you love Christmas and Easter?

Teacher: Yes. But that's not why it's important that Jesus died and rose again.

Puppet: Oh. Well, why *is* it important?

Teacher: The Bible tells us why. Open Bible and refer to it as you continue. Remember the Bible is God's Word, and it says all people are sinners. We disobey and do bad things.

Puppet: Like when we say mean things or don't obey? Is that sin?

Teacher: Yes. And we need help.

Puppet: Take a bite from your cookie. But who can help us?

Teacher: Jesus is the *only* one who can help us with our sin problem.

Puppet: But how does Jesus do that?

Teacher: Hmm. Let's pretend your mom tells you not to eat any more cookies. But when she leaves the kitchen, you sneak another cookie.

Puppet: Oh! That would be disobeying, so it's a sin.

Teacher: That's right. Now let's pretend that your mom walks in and catches you eating more cookies.

Puppet: Like this? Chomp on cookie making "nom-nom" sounds.

Teacher: Yes. You were gobbling down the cookies when she caught you.

Puppet: Uh-oh! Kids, what do you think might happen? Take responses.

Teacher: You would probably get in trouble—be punished.

Puppet: Look down, ashamed. Yep. I would have to sit in time-out. In a panic. Or maybe I wouldn't get any more cookies! Shake head no. That would be terrible because I reeeeee-ally like cookies.

Teacher: Now let's imagine that your brother comes in the room and says, "Don't punish him, Mom. Punish me instead."

Puppet: My brother didn't eat any cookies. But he wants to take *my* punishment?

Teacher: That's right.

Puppet: Wow! He must love me a lot to take my punishment.

Teacher: And that's kind of like what Jesus did for us when he died on the cross and rose from the dead. Jesus took the punishment for our sin because he loves us.

Puppet: That's amazing!

Teacher: Jesus gives us forgiveness of our sins. It's like a gift. He wants to give it to each of us so we can live forever with him.

Puppet: Wow! How do you get the gift of forgiveness? Do you have to pay for it?

Teacher: We can't pay for it with money. It's free. God gives it when we ask him. But first he wants us to understand that we have all sinned.

Puppet: Boys and girls, can you think of a time you've sinned and done something wrong? Like lying or being mean to your brother or sister?

Teacher: If you're sorry for all your sins and believe Jesus died to take your punishment, you can tell God you want to be his child. You'll still be your mom and dad's child. But this means you'll also have God as your heavenly Father.

Puppet: I hope the kids love Jesus and want to be God's child! Today's memory verse talks about being God's child.

Teacher: Yes, it does. Show John 1:12 in your Bible, then read the simplified version from the **DAY 4 MEMORY VERSE POSTER**. Kids, if you want to be a child of God, tell your parents when you get home today.

Puppet: This is such happy news about Jesus, I feel like singing. Will you sing with me, kids? Have the puppet move and sing with the kids.

Song 2: Jesus Loves the Little Children

Jesus loves the little children
(Point up, then cross hands over heart.)

All the children of the world
(Make a circle with arms.)

Shades of brown from dark to light
(Randomly point around.)

All are precious in his sight (Hug yourself)

Jesus loves the little children of the world
(Point up, then cross hands over heart.)

Repeat all

Puppet: That was so much fun! But I've gotta go now. See you tomorrow! Exit.

Apply It!

Part 1: Daily Review

Share the **DAY 4 ANIMAL PAL POSTER** to summarize the teaching of the day.

Today's animal pal is a river dolphin. What color is she, and what does that color remind you of? Take responses, and mention that white and red mixed together make pink. Her name is Rose, like a pink flower. But her name also reminds us that after Jesus died for our sins, he rose again. Let's all praise Jesus for how he died on the cross and rose again! Do so.

Continue reviewing with the following questions, and have the kids jump up (out of the water) like a dolphin if the answer is yes and swim underwater (swim strokes with arms) if it is no.

1. Do we celebrate Jesus' birthday at Christmas? (Yes—jump up.)
2. At Easter do we celebrate how Jesus came back to life? (Yes—jump up.)
3. Did Jesus ever do anything wrong? (No—swim.) Jesus is perfect. He never sinned.
4. Are we all sinners? (Yes—jump up.)
5. Did Jesus take the punishment for our sin? (Yes—jump up.)
6. Do we have to pay money so God will forgive our sins? (No—swim.) God's forgiveness of our sins is a free gift.

Pass out the maps and add today's stickers.

Part 2: Memory Verse

Today's Verse: But to all who . . . believed . . . he gave the right to become children of God.
John 1:12

Try the challenge using the **DAY 4 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it.

Challenge: Dolphins can do big jumps! Try jumping as you say each word of your verse. How high can you jump?

◆ Day 4 Animal Pal Poster

- Optional: 7 C's Maps, 1 per child



◆ Theme Memory Verse Poster ◆ Day 4 Memory Verse Poster

- Optional: Memory Verse music and player



Part 3: Go and Do

In the remaining time, complete one or more of the following ideas in class. These are also on the Toddler Student Guides and can be done at home if you run out of time.

1. Go on a color hunt and see if you can find something green, dark, blue, gray, white, and red. Do you remember what C each color stands for? *Creation, Corruption, Catastrophe, Confusion, Christ, and Cross.*
2. Talk to God and thank him for sending Jesus to take our punishment for sin.
3. Tell someone about Jesus and why we celebrate Christmas and Easter.
4. Check AnswersVBS.com/junglekids for more fun information!

Ask yourself this question: Am I a child of God?

- Optional: Student Guides
- Materials for “Go and Do” activities you choose to do in class



DAY 5

CONSUMMATION

BIBLE PASSAGE

All Is Good Again

Revelation 21–22

LESSON FOCUS

The last stop—**Consummation**—shows that God wins, and all goes back to very good again.

APOLOGETICS CONTENT

Examining how it turns out in the end

MEMORY VERSE

He will wipe away every tear from their eyes. Revelation 21:4

COLOR

Yellow

ANIMAL PAL

Bliss the Bird-Wing Butterfly

Today's Exploration Stations

- Discovery Center: Caterpillars to Butterflies
- Wet Touch Table: No More Tears
- Dry Touch Table: All Things Yellow
- Dramatic Play: 7 C's Explorers
- Coloring Corner: Revelation 21:4

Today's Lesson at a Glance

INTRODUCE IT!

- Puppet Pal—Sad, Bad, Then Back to Glad
- Song 1: “The 7 C’s”

TEACH IT!

- The New Heaven and Earth
- Song 2: “Heaven Is a Happy Place”

APPLY IT!

- Part 1: Daily Review
- Part 2: Memory Verse
- Part 3: Go and Do

Preparing for the Lesson

- Read Revelation 21–22 several times.
- Read this lesson several times and prepare the materials.
- For more information on the new heavens and new earth, see AnswersVBS.com/junglefaq.
- Pray.

Devotion 5: God Is the Loving Redeemer

Thus it is written, “The first man Adam became a living being”; the last Adam became a life-giving spirit. The first man was from the earth, a man of dust; the second man is from heaven. 1 Corinthians 15:45, 47

As we wrap up our journey from Genesis to Revelation, let’s take a look at the connection between the seven C’s.

God is the Good Creator: The one who created a “very good” world is the one who will restore his creation to its original glory.

The one who created the first man is the one who came to be the second man—the last Adam.

The one who breathed into Adam the breath of life is the one who gives eternal life to his children.

God is the Righteous Judge: The one who sentenced the first man to death for his rebellion is the one who came and suffered the sentence of death on behalf of mankind.

God is the Infinite Sustainer: The one who created time is the one who stepped into time so that he could live as a human.

The one who confused the languages at Babel is the one before whom people from every tribe, nation, and tongue will bow and worship.

The one who scattered the people around the world is the one who commands us to go into all the world and preach the gospel, making disciples of all nations.

God is the Sovereign Savior: The one who provided an ark for Noah and his family is the one who provided the Savior of the world.

The one who judged the world with water is the one who will judge the world with fire.

The one in whom all things hold together is the one who became part of his creation, born as a baby.

Today, let’s take a look at another attribute of God seen in the last C.

God is the Loving Redeemer: The one who killed animals to cover the sin of Adam and Eve is the one who came to bleed on the cross for sinners.

The one who placed a curse on the creation is the one who came to redeem his creation from the curse.

The one who promised to send someone to crush the head of the serpent is the one who fulfilled the promise by rising from the dead, conquering the “last enemy.”

The one who created the heavens and earth is the one who will create a new heavens and earth wherein righteousness and his children will dwell.

Why has God done all this? “For God so loved the world” (John 3:16).

As you talk with the children today, look for opportunities to share the love of the Creator and Redeemer with them, pointing them toward the one who has done so much for us.

Let’s close by reading 1 Corinthians 15:21 and thinking about this Puritan prayer.

O Thou Most High,
Creator of the ends of the earth,
Governor of the universe,
Judge of all men,
Head of the church,
Savior of sinners;

thy greatness is unsearchable,
thy goodness infinite,
thy compassions unfailing,
thy providence boundless,
thy mercies ever new.

We bless thee for the words of salvation.

How important, suitable, encouraging
are the doctrines, promises, and invitations
of the gospel of peace!

We are lost: but in it thou hast presented to
us a full, free and eternal salvation;

weak: but here we learn that help is found
in one that is mighty;

poor: but in him we discover unsearchable
riches,

blind: but we find he has treasures of
wisdom and knowledge.

We thank thee for thy unspeakable gift.

Thy Son is our only refuge, foundation, hope,
confidence;

We depend upon his death,
rest in his righteousness,

desire to bear his image;

May his glory fill our minds,

his love reign in our affections,

his cross inflame us with ardour.

—Arthur Bennett, *The Valley of Vision*

(Carlisle, PA: The Banner of Truth Trust, 2005), 219.

Exploration Stations

See page 13 for setup and decorating instructions for each station, as well as ideas for additional stations.

Discovery Center: Caterpillars to Butterflies

MATERIALS

- Day 5 Animal Pal Poster
- Pictures of caterpillars and the butterflies they turn into
- Optional: Model of the life cycle of a caterpillar
- Optional: Play butterfly items (puzzles, books, plastic or plush animal butterflies)

PREP

Gather the caterpillar/butterfly pictures and optional materials.

DIRECTIONS

Show the pictures of each caterpillar and the butterfly it turns into. Discuss and play with optional materials.

TEACHING TIE-IN

Who made butterflies? *God.* Show **DAY 5 ANIMAL PAL POSTER**. What color is the body of our animal pal, Bliss the butterfly? *Yellow.* We can tell God thank you for making beautiful butterflies like Bliss. Isn't it amazing how God gives each caterpillar a whole new look? You know, someday, in the new heaven and new earth, everyone who is a child of God will get a beautiful new body.

Wet Touch Table: No More Tears

MATERIALS

- Touch table with tarp underneath
- Water
- Tear-free baby shampoo
- Washable dolls

PREP

Partially fill the touch table with water and set out the supplies.

DIRECTIONS

Pour some baby shampoo in the water while the children watch. Explain the teaching tie-in and have them wash the babies.

TEACHING TIE-IN

I'm pouring tear-free baby shampoo in the water. This shampoo won't hurt babies' eyes, so they won't cry when they get their bath. Do you ever cry? How come? *Take responses.* When God makes a new heaven and a new earth, there won't be any more crying, because there won't be any sin or bad things to cry about.

Dry Touch Table: All Things Yellow

MATERIALS

- Touch table with tarp underneath
- Generic filler or yellow crinkle shred or Easter grass
- Extras: lots of safe yellow items, such as pails and shovels, cups, plastic animals, play cars

PREP

Put the filler in the table then add the extras.

DIRECTIONS

Students play with the items.

TEACHING TIE-IN

What color do you see in the table? *Yellow.* Yellow is our color today. Who made the color yellow? *God.* The color yellow reminds us of our last C—Consummation. Thank you, God, for promising to make a new heaven and a new earth someday that will be even more beautiful than we can imagine!

Dramatic Play: 7 C's Explorers

MATERIALS

- Days 1–4 dramatic play materials
- Any items you want to add in

PREP

Add in any last supplies you held back.

DIRECTIONS

Students dress up and pretend to be jungle explorers.

TEACHING TIE-IN

It's been an amazing boat cruise through time! Who can tell me something they learned this week at VBS on our jungle journey?

Coloring Corner: Revelation 21:4

See directions for Day 1, but use the **Day 5 Memory Verse Coloring Sheet**.

Introduce It!

Puppet Pal—Sad, Bad, Then Back to Glad (5 minutes)

Prep: Wrap a bandage around the puppet's head.

Teacher: Well, here we are, travelers, on the last day of our jungle journey. Before we get in the boat, let's see if you can remember the first six stops and all the C's in order. Review with **THE 7 C'S POSTERS**. Look around for Teacher 2. Hmm. I wonder where (Teacher 2) is. It's time to go. (Sighing) Well, while we're waiting, I can make sure everyone feels well enough to travel to the last stop. Is everyone good? Nobody has been bitten by a jungle snake or tripped over a jungle vine, have they? I'm going to do a quick check! Pretend to do so with a play doctor kit.

Puppet: Enter moaning and groaning.

Teacher: Hey, what happened to you, JJ?

Puppet: I fell off my bike and got a bad owie! I even cried.

Teacher: Oh! I'm sorry to hear that. Are you okay?

Puppet: Yeah! But it still hurts a lot! My mom took me to the doctor, and he put this bandage on. I sure wish bad things like this didn't happen.

Teacher: You know, JJ, today we'll be learning about a place where bad and sad things, like getting hurt, will never happen.

Puppet: Wow! Where's that?

Teacher: It's called the new heaven and new earth, but we can just say "heaven."

Puppet: How do you get to heaven?

Teacher: Show Bible. The Bible says that anyone who turns away from their sins and trusts in Jesus will live there with him someday.

Puppet: Why is it called a *new* heaven and a *new* earth?

Teacher: Because God is going to make everything new, and all of God's children won't live on this earth anymore, but on the new one.

Puppet: That sounds amazing! What's heaven going to be like?

Teacher: It will be better than this world! No more bad or sad stuff. Only good things again.

Puppet: You mean like when God first created everything, *before* Adam and Eve sinned?

Teacher: That's right. It's going to be perfectly beautiful and full of love and joy. And best of all—Jesus will be there!

Puppet: That sounds wonderful!

Teacher: But each person must make sure they're part of God's family by turning away from sin and trusting in Jesus. Then they will live there someday! And they can tell others about it too!

Puppet: Hey, isn't there a song about everything bad and sad, that ends up back to glad?

Teacher: Yes, that's "The 7 C's" song. You want to sing it with us before you go home?

Puppet: Sure! Have puppet move and sing with the kids.

Song 1: The 7 C's

Sing to the tune of "When the Saints Go Marching In."

VERSE 1

Crea-a-tion (Make a circle with arms.)

Corrup-up-tion (Rub eyes as if crying.)

Catastrophe, Confu-u-sion (Wave motion, then point to head, look confused.)

Oh-h, Christ and the Cross

(Rock a baby, then make a cross with arms.)

◆ 7 C's Posters from Days 1–4

★ 2 copies of Day 5 Puppet Script

- Jungle costumes for teachers
- Boy or girl puppet and clipboard
- Bandage for puppet
- Play doctor kit
- Bible

🌿 Gospel Opportunity

★ "The 7 C's" song

★ "Heaven Is a Happy Place" song

MP3 download or Simple Songs CD (12-0-141)

Device to play music

★ Download from AnswersVBS.com/jungleresources.

◆ Find in your teacher kit.

Consumma-a-a-a-tion
(Pulse arms up, building excitement,
then jump on the last syllable.)

VERSE 2

These are the C's (Make a C with arms.)
The 7 C's (Hold up 7 fingers,
then make a C with arms.)

The 7 C's of History
(Repeat 7 fingers, then C.)
They go from good to sad and bad
(Smile, then frown.)
But it ends up back to glad
(Smile, then clap-clap.)
Repeat Verse 1

Teacher: Thanks for singing with us, JJ. I hope your owie gets better soon.

Puppet: It's starting to feel better already. Thanks everyone! Bye! *Exit.*

Teach It!

The New Heaven and Earth (5 minutes)

◆ 7 C's Consummation Poster

- Bandage for Teacher 2
- Plastic bag with shoes or slippers inside
- Mounting putty or tape
- Items or pictures of items in numbered list
- Yellow shopping bag(s) to hold the items

Prep: Gather the items or pictures of the items listed in the numbered portion of the lesson that follows. Put them in a yellow bag to pull out during the game. Teacher 2 will have a bandage on his elbow or knee; carry a grocery bag with shoes or slippers inside (only teachers will see inside the bag); clothes should appear disheveled.

Teacher 1: Well, kids—we need to get going if we're going to finish our jungle river cruise. Look around anxiously. I wonder where (Teacher 2) is. I hope nothing bad or sad has happened.

Teacher 2: Running in, breathless and disheveled, holding bag with shoes inside. Whew! I'm so glad you waited for me. I didn't want to miss our last boat trip.

Teacher 1: We're glad you made it! But why are you so late? What happened?

Teacher 2: Something sad *and* bad.

Teacher 1: Oh no! Are you okay?

Teacher 2: I'm okay, but my favorite bunny slippers are ruined. Hold up bag.

Teacher 1: You mean your big, fluffy bunny slippers that keep your feet nice and warm?

Teacher 2: Yeah. You know how we've been exploring the jungle all week. Act out motions you explain. Well, today I woke up late, so I jumped out of my sleeping bag, put on my bunny slippers, and ran out the door.

Teacher 1: Let me guess—you forgot you were camping in the jungle.

Teacher 2: Yep! I stepped right into a giant mud puddle—*splat!*—and soaked my poor slippers in the mud. Now they're ruined. See? Open bag for Teacher 1 to peek in.

Teacher 1: Looking into the bag. Oh! That's very sad.

Teacher 2: Then after I changed clothes, I tripped on the jungle path while I was running over here. And now I have an owie! Show a bandaged elbow or knee.

Teacher 1: Sorry about your owie and your bunny slippers. But our last C should cheer you up. It's the word Consummation. Refer to the **7 C'S CONSUMMATION POSTER**.

Teacher 2: Doesn't "consummation" mean the end?

Teacher 1: Yes, it does. Show Bible. The Bible tells us about heaven and how everything will turn out in the end. God has some special plans for all his children. Let's get in the boat and go to our last stop on the 7 C's jungle river cruise! Do so.

Teacher 2: The Bible tells us that the new heaven and earth will be very different than this earth where we live now. Hey! Let's play a game to help us learn about that.

Teacher 1: Okay. We're going to pull one thing at a time out of this bag. If it's something we see or do now, you can stand up, then sit back down. If it's something we'll see or do in the new heaven and earth, you can clap your hands.

Teacher 2: I see you put those things into a yellow bag. Yellow is the color for our C, Consummation.



Teacher 1: Yellow is our special bright and beautiful color to remind us of the new heaven and new earth.

Take turns explaining each item. With you modeling what to do each time, have the kids stand up, then sit down for the earth we live in now or clap their hands for the new heaven and earth.

1. **Empty medicine bottle**—We use medicine now, don't we? The kids should all stand, then sit back down. But we won't need medicine in the new heaven and earth because nobody will ever get sick! Won't that be great?! (Revelation 21:4)
2. **Gold item**—The Bible says heaven will have streets made of gold. Can you imagine that? Let's clap our hands because heaven will be beautiful. Do so. (Revelation 21:21)
3. **Angel**—We won't turn into angels, but we will see angels in heaven. Let's clap our hands. Do so. (Revelation 5:11)
4. **Windshield ice scraper**—We use ice scrapers for bad weather. We have bad weather sometimes, don't we? Let's stand up, then sit down. Do so. In the new heaven and new earth, there will be beautiful weather all the time. We won't need ice scrapers.
5. **Jail**—Sometimes people sin and do bad things and have to go to jail. This happens now, doesn't it? Let's stand up, then sit down. Do so. But in the new heaven and new earth, nobody will ever sin, and nothing bad will ever happen. (Jeremiah 3:17)
6. **Smiley face**—In which place will we always be smiling and never feel upset? That will be in the new heaven and earth. Let's clap our hands. Do so. (Revelation 21:4)
7. **Crying face**—Have you ever cried? Everyone can stand up, then sit down. Do so. We all cry, don't we? In the new heaven and earth, you will never, ever feel sad or cry. It's going to be amazing! (Revelation 21:4)
8. **Bandage**—Do we need bandages now? We get owies, don't we? You can stand up, then sit down. Do so. But guess what! You won't cut yourself or need bandages in the new heaven and new earth.

Teacher 1: One day, at the consummation, there's going to be a new heaven and a new earth where God and all who trust in Jesus will live together.

Teacher 2: It's going to be very different than this world we live in now. The new heaven and earth will be a wonderful place with nothing sad or bad in it. But best of all—Jesus will be there! Let's sing a song about heaven.

✿ Instead of standing up, sitting down, or clapping, make a smiley face and a frowning face sign. Have kids turn toward the appropriate sign. For example, turn to the frowning face when talking about the medicine bottle.

Song 2: Heaven is a Happy Place

Sing to the tune of "Mary Had a Little Lamb."

VERSE 1

Heaven is a happy place
(Sway back and forth and smile.)
Happy place, happy place
Heaven is a happy place
All of the time (Clap to the beat.)

VERSE 2

We will walk on streets of gold
(Walk in place.)
Streets of gold, streets of gold
We will walk on streets of gold
All of the time (Clap to the beat.)

VERSE 3

All believers will live there (Point around.)
Will live there, will live there
All believers will live there

All of the time (Clap to the beat.)

VERSE 4

We will not get sick or die
(Hug stomach and frown.)
Sick or die, sick or die
We will not get sick or die
All of the time (Clap to the beat.)

VERSE 5

There will be no crying there
(Pretend to cry.)
Crying there, crying there
There will be no crying there
All of the time (Clap to the beat.)

Repeat Verse 1

◆ Day 5 Animal Pal Poster

- Optional: 7 C's Maps, 1 per child
- Optional: bookmarks, 1 per child



Apply It!

Part 1: Daily Review

Share the **DAY 5 ANIMAL PAL POSTER** to summarize today's teaching.

Today's animal pal is a bird-wing butterfly. What color is the body? **Yellow**. Which C does yellow remind us of? **Consummation**. What is this butterfly's name? **Bliss**. Bliss means "happy." Heaven is a happy place. Will there ever be anything bad or sad in God's new heaven and earth? **No!** Now look at this on the poster. Show the bird-wing caterpillar and butterfly. Isn't it amazing how God gives each caterpillar a whole new look? You know, someday in the new heaven and new earth, everyone who's a child of God will get a beautiful new body.

Continue reviewing with the following questions, and have the kids flap their arms like a butterfly if the answer is yes and fold hands if it is no.

1. Will the new heaven and new earth be all good? (Yes—flap like a butterfly.)
2. Can people still get hurt or be sad in heaven? (No—fold hands.) The Bible says there will be nothing bad there.
3. Will the new heaven and new earth be more beautiful than the world we live in now? (Yes—flap like a butterfly.)
4. Will Jesus be there? (Yes—flap like a butterfly.)
5. Can anybody go to heaven on their own? (No—fold hands.) Only those who turn from their sins and trust in Jesus can go to heaven.
6. Is God a good and kind Father? (Yes—flap like a butterfly.)

Pass out the maps and add today's sticker. They can take them home today.

You may want to show them the **BOOKMARKS** that are available if you plan to give these out.

Part 2: Memory Verse

Today's Verse: He will wipe away every tear from their eyes. Revelation 21:4

Then try the challenge using the **DAY 5 MEMORY VERSE POSTER** as a reference and the Memory Verse music if you have it.

Challenge: Act out today's verse as you say it.

Part 3: Go and Do

In the remaining time, complete one or more of the following ideas in class. These are also on the Toddler Student Guides and can be done at home if you run out of time.

1. Have someone read all or part of Revelation 21–22 and think about how the new heaven and new earth will be even more fabulous than we can imagine. Maybe there will be new colors, new fruit, or new animals.
2. Draw a picture of what you think heaven will be like.
3. Check AnswersVBS.com/junglekids for more fun information!

Ask yourself these questions: What's something I learned this week at VBS? What did I have fun doing at VBS?

- ◆ Theme Memory Verse Poster
- ◆ Day 5 Memory Verse Poster

- Optional: Memory Verse music and player



- Optional: Student Guides
- Materials for "Go and Do" activities you choose to do in class

Leading a Child to Christ

“For I am not ashamed of the gospel, for it is the power of God for salvation to everyone who believes.” Romans 1:16

VBS presents an ideal opportunity to share the life-changing gospel of Jesus Christ with all attending. Every leader and team member should be ready to clearly present the gospel and counsel those wanting to learn more. Children are usually soft-hearted toward things of the Lord, and some will be interested in becoming a follower of Christ. Be ready, because eternal matters matter most!

Before

- **Pray.** Salvation is God’s work, not ours. We cannot bring about salvation for anyone. We need to ask God to prepare the children and open their hearts to him.
- **Be prepared.** Learn more about presenting the gospel and counseling a child about salvation.

During

The gospel will be presented during the lesson time. Opportunities may arise, however, to share with a child one-on-one or with a small group of children. If so, keep the following in mind:

- Becoming a child of God involves repenting of one’s sin and having faith in the death and resurrection of Jesus Christ. Repentance involves understanding what sin is (disobeying God’s commands) and desiring to turn from that sin.
- You can use the booklet *How Can I Become a Child of God?* along with your Bible to explain the plan of salvation. Children need to see and hear God’s Word, so have your Bible opened and marked ahead of time with the appropriate scriptures.
- Avoid abstract phrases like “asking Jesus into your heart.” Instead, use terminology like “becoming a child of God.” Most children still think in concrete terms and need examples that are easy to understand.
- If a child indicates an interest to know more after hearing the gospel presentation, ask questions (such as the following) that require more than a “yes” or “no” answer:
 - » What do you want to talk to me about?
 - » Do you know what sin is?
 - » Can you think of a specific sin (wrong) you have done?
 - » Are you bothered by your sin?

These questions are important. A child who cannot verbalize a sin or does not seem to be repentant about being a sinner may not fully understand his need for a Savior. In this situation, you might list some child-oriented examples of sin and ask him to notice any time he catches himself sinning over the next few days. Give him the *How Can I Become a Child of God?* booklet. Pray with him, then send him on his way. Check back a day or two later, if possible.

- If the child does seem to be sincerely sorry for his sins, you can proceed with more questions like the following:
 - » Why did Jesus come to earth? Why did Jesus need to die? Why did Jesus rise again?

- » Why do you want Jesus to be your Savior?
- » Why should God let you into his family? (Make sure the child understands that salvation is not based on what he does but is a gracious gift of God through faith in the death and resurrection of Jesus.)

- Pray for discernment while listening to a child’s answers.
- When a child seems to have a basic understanding of salvation (belief in Jesus’ death and resurrection, admission of and repentance from sin, and a desire to follow the Lord), encourage him to talk to his parents about what it means to become a child of God (if they are followers of Christ). Encourage a child who comes from a non-Christian home to verbalize his understanding to the Lord through prayer. There is no one prayer that should be prayed. Encourage him to ask the Lord to forgive him and help him know he is a child of God.
- Let him see in your words and your face that you are excited that he wants to become a child of God! Read Luke 15:10 to him.
- Some children may not want to make decisions but may want to learn more, to be assured of salvation, or to confess sin. Read Romans 10:9–10 and John 10:28–29 with children who are seeking assurance of their salvation. Encourage them to ask the Lord to help them know they are his children. If a child wants to confess sin, read 1 John 1:9 with him and encourage him to ask the Lord to help him know he is forgiven when he repents.

After

- Review what it means to be a child of God.
 - » How long does God keep his children? (Hebrews 13:5; John 10:28–29)
 - » Can anything separate God from his children? (Romans 8:38–39)
 - » What happens when God’s children sin? (1 John 1:9)
 - » What do children of God believe? (Romans 10:9)
- Explain that Jesus loves his children and wants to spend time with them. Discuss practical ways to grow as a child of God. Provide him with the *Growing Up in God’s Family* booklet and share the following:
 - » Read your Bible and obey what you read. You can start your Bible reading with the short Bible study book you will receive the last day of VBS. (Provide a Bible if he doesn’t have one. Be sure to fill out the presentation page.)
 - » Pray every day. Prayer is talking to God.
 - » Go to a church that believes and teaches the Bible as the Word of God.
 - » Tell others about Jesus. Tell your friends, family, and neighbors how they can become children of God.
- Fill out a Decision Card and turn it in to the VBS director.
- Stay in touch with the child through postcards, visits, or phone calls. Invite him to upcoming church events.

SUPPLY LIST

Every Day

- Theme Verse Poster
- Memory Verse Posters
- Animal Pal Posters
- 7 C's Posters
- Puppet Scripts, 2 copies daily
- Mounting putty or tape for posters
- Bible
- River guide/jungle costumes for teachers
- Boy or girl puppet and puppet stage
- Clipboard
- Optional: Memory Verse music
- MP3 download or *Simple Songs* CD (12-0-141)
- Device to play songs

Day 1

- Dry-erase board and dry-erase markers, or large paper and markers
- Small suitcase or backpack containing crayons, scissors, and other craft supplies

Day 2

- Flood Posters
- 2 flashlights
- 5 sacks (not see-through), numbered and each holding one item or picture of the item: globe, tropical fruit, snake, same kind of fruit with a bite out of it, and **Corruption Pattern**

- Backpack or suitcase to hold the sacks
- Mini rain poncho from a trash bag
- Items to throw out the puppet area

Day 3

- Shoeboxes (ten or more)

Day 4

- Cut Out Patterns**
- Nonbreakable Christmas ornaments, 1 per child
- Plastic Easter eggs, 1 per child
- Christmas tree
- Easter basket
- Scissors

- Cardboard cookie for the puppet and tape

Day 5

- Bandage for puppet
- Play doctor kit
- Bandage for Teacher 2
- Plastic bag with shoes or slippers inside
- Items or pictures of items in numbered list
- Yellow shopping bag(s) to hold the items

Student Extras

- 7 C's Maps
- Student Guides and supplies
- Bookmarks

Discovery Center

DAY 1: RAINFOREST RUBBINGS

- Drip Tip Leaf Poster
- Variety of real leaves
- Crayons
- White paper, at least 1 piece per child

DAY 2: MISSING FRUIT

- 8-10 different pieces of plastic fruit
- Tray
- Towel

DAY 3: PLAY DOUGH TOWER

- Homemade or store-bought play dough

DAY 4: HOLIDAY HAPPENINGS

- Christmas and Easter Pattern Cards** or Christmas and Easter items
- Christmas basket and Easter basket

DAY 5: CATERPILLARS TO BUTTERFLIES

- Day 5 Animal Pal Poster
- Pictures of caterpillars and the butterflies they turn into
- Optional: model of the life cycle of a caterpillar
- Optional: play butterfly items (puzzles, books, plastic or plush animal butterflies)

Wet Touch Table

EVERY DAY

- Touch table with tarp underneath

- Water

DAY 1: CREATION COUNTING

- Sand pails
- Extras: waterproof creation-oriented items (at least six of each), such as real leaves or plastic flowers, animals, fruits, stars, or cookie cutters in these shapes

DAY 2: TOY BOATS

- Extras: plastic boats and small plastic animals that fit on the boats, including dinosaurs (may be available at dollar stores)

DAY 3: TALL TOWERS

- Water and ice cubes
- Plastic blocks

DAY 4: BIBLE TRUTH COLORS

- Plastic balls or blocks in a dark color, red, white, and yellow
- Extras: tongs, scoops, cups, bowls

DAY 5: NO MORE TEARS

- Tear-free baby shampoo
- Washable dolls

Dry Touch Table

EVERY DAY

- Animal Pal Posters
- Touch table with tarp underneath

DAY 1: ALL THINGS GREEN

- Generic or green filler (e.g., crinkle shred or Easter grass)

- Extras: lots of safe green items, such as pails, shovels, cups, plastic animals, leaves, play foods or cars, etc.

DAY 2: ALL THINGS DARK & BLUE

- Generic or blue and/or dark-colored filler (e.g., crinkle shred or Easter grass)
- Extras: lots of safe dark items and blue items, such as pails, shovels, cups, plastic animals, flowers, play foods, play cars, etc.

DAY 3: ALL THINGS GRAY

- Generic filler (e.g., crinkle shred or Easter grass) or gray/silver filler, such as Christmas tinsel or garland
- Extras: lots of safe gray and silver items, such as pails and shovels, cups, plastic animals, rocks and gems, play cars

DAY 4: ALL THINGS WHITE & RED

- Generic filler or white and red crinkle shred or Easter grass
- Extras: lots of safe white and red items, such as pails, shovels, cups, plastic animals, flowers, play foods, play cars, etc.

DAY 5: ALL THINGS YELLOW

- Generic filler or yellow crinkle shred or Easter grass
- Extras: lots of safe yellow items, such as pails and

- shovels, cups, plastic animals, play cars

Dramatic Play: 7 C's Explorers

EVERY DAY

- Dress-up supplies in a big suitcase with the lid safely propped open (e.g., expedition vests, pith helmets, rain boots, backpacks, raincoats, sunglasses)

DAY 1

- Play binoculars
- Stuffed, plastic, and rubber animals

DAY 2

- Stuffed or plastic animals so some are in pairs

DAY 3

- Dolls in different skin shades

DAY 4

- Roll paper or plastic tablecloth
- Inflatable or stuffed crocodiles or pictures

DAY 5

- Any items you want to add in

Coloring Corner

- Memory Verse Coloring Sheet** for each day
- Markers or crayons in a woven basket or metal pail
- Optional supplies: stickers, glue sticks and items to glue on the coloring sheet (e.g., cotton balls, pom-poms, feathers, and tissue paper)

*Available in the Teacher Resource Kit

*Download from AnswersVBS.com/jungleresources